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Module 6

CAREER AND LIFE MANAGEMENT

LEARNING FACILITATOR'S MANUAL

Module 6 Human Sexuality

Note

This Career and Life Management Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Career and Life Management 20
Learning Facilitator's Manual
Unit 6
Human Sexuality
Alberta Correspondence School
ISBN No. 0-7741-0093-1

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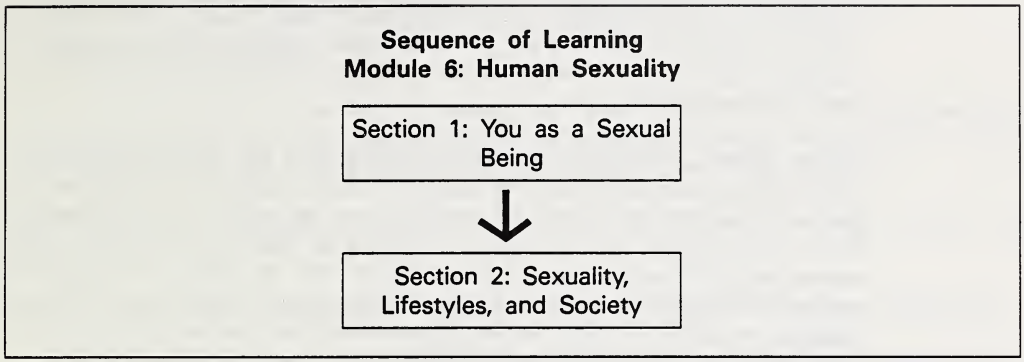
Module 6 - Human Sexuality: Overview


Sequence of Learning
Module 6: Human Sexuality
Section 1: You as a Sexual Being
Section 2: Sexuality, Lifestyles, and Society

Content

In this module students are encouraged to consider various concepts and issues related to human sexuality.

Section 1 considers the similarities and differences between *sex* and *sexuality* and develops both concepts as students complete activities and readings related to such topics as gender roles, sexual orientation, love and intimacy, and responsibility in decision making. Additionally, students are asked to consider sexual pressures that they may encounter and methods of communication regarding sexual issues.

Section 2 discusses sex and sexuality in the context of social and personal issues. These issues include sexually transmitted diseases, contraception, and pregnancy. As well, students are asked to consider the issues related to abortion, adoption, and parenting. The section concludes with a more in-depth discussion of assertiveness and communication as they apply to sexual exploitation.

Module 6 makes use of concepts and activities completed by the student in previous modules, especially modules dealing with communication, stereotyping, assertiveness and decision making.

Teaching Sensitive Issues

Career and Life Management 20 contains a number of topics which might be described as sensitive. Although the availability of sexuality information in schools has been supported by the Minister of Education, parents are still the primary educators of their own children in the area of sexuality, and especially in the area of values related to sexuality. Teachers of CALM 20 are encouraged to consider the sensitive nature of the material in this module and to keep the following guidelines in mind:

- **Treat the topics with sensitivity.** It is important to remember that students come from a wide range of cultures, religions, and family backgrounds, and not all will be equally comfortable discussing sexually oriented materials. As well, each student brings to the classroom his or her own beliefs and values about the topics to be discussed. Teachers must be sensitive to these differences and to the levels of comfort — or discomfort — in the classroom.

- **Observe and respect each person's right to privacy.** The *right to pass* in discussions has long been observed in health and CALM classes. This right assures that both student and teacher know that they will not be required to give information or their opinion on any topic which they feel would be personally embarrassing or which would interfere with their privacy. Some of the activities in this module deal with personal and family thoughts and not every student will want to share these answers.

- **Involve, inform, and educate parents or guardians.** It has been the experience of health and CALM teachers that parents are very supportive of the teaching of sexuality education once they have had an opportunity to view the materials, meet the instructors, and express their concerns. Many of the activities in this module are designed for family discussion and students should be encouraged to involve their families in the entire module. In addition, it may be useful to have an evening workshop for families about the module (or any other module of CALM) prior to beginning to teach it. At such a workshop parents could be given the opportunity to try one or two student activities, and to discuss the objectives and content of the module.

- **Involve community agencies.** As much as possible, try to include community support groups in your class discussions or parent information workshops. Not all agencies or presenters have a message which suits your students or situation, so it is essential that you know your presenters, and that you make your expectations and needs known to the agencies prior to their involvement.

- **Preview all material prior to its use.** Even if a video, filmstrip, or print resource has been approved for use by Alberta Education or your own school system, it is important to have seen it yourself to decide whether or not it is suitable for your particular teaching situation. Any material used in sensitive curriculum areas also requires debriefing students.

- **Stick to the curriculum guidelines.** When dealing with sensitive topics, it is important that parents and students know that the course will be presented in a manner which is clearly defined, organized, and approved.

- **Be available to students and parents.** The curriculum and processes of CALM 20 encourage students and parents to seek additional information and to perceive the teacher as a caring adult who is willing to listen and to discuss important issues. Many teachers of health and CALM provide a counselling roles in their schools, and it is important to develop a network of support persons and agencies in your area or community to whom you might refer students and parents if the need arises.

- **Remember that Module 6 is part of a total package.** The central themes of self-awareness, communication, and decision making have been taught in other modules. Module 6 simply enhances this earlier teaching, using sexuality as its focus.

- **Present the course from a base of respect, responsibility, and a recognition of individual worth.** The Health curricula are based on
  - — a belief in the value of each person
  - — an attempt to allow each student to discover his or her own strengths
  - — recognition of the need to develop in students the skill to communicate, to make decisions, and to cope with some of the challenges of life.

Teachers have an opportunity to share and model new ideas with students — to help them see their worth first through the eyes of the learning facilitator, and then through their own.

Resources and Materials

In order to complete this module, the student must have a copy of the textbook *Sexuality: A Responsible Approach* by Linda Meeks-Mitchell and Philip Heit (Merrill Publishing Co., 1989). The student should also have access to a dictionary and current newspapers.

Art supplies and newspapers/magazines may be required for several collage activities and assignments.

Access to television programming is required for several optional activities and assignments.

It is advantageous for students to have access to peers and family members of several generations for discussion purposes in this module. As well, family doctors, community health nurses, and various agencies concerned with aspects of human sexuality may supply valuable resource services.

The text *Sexuality: An Education Resource Book* by Judith Campbell, Globe/Modern Curriculum Press may be a very useful resource for teacher facilitators of this unit.

Encouraging Student Questions

In many health and CALM classes, teachers use the **Question Box** as a means of encouraging students to ask questions about sexuality. The Question Box (anything from a shoe box to a manilla envelope) allows students to write questions on 3 x 5 file cards and then to put these questions into the box on a daily basis. The teacher empties the box each day and prepares answers to the questions or arranges them by topic areas to be discussed as part of the general teaching.

To insure that no one student feels that they will be identified as the only one asking questions, most teachers distribute a card or slip of paper to every student each day, and ask that everyone write something on the card. Using this method, students write everything from legitimate questions to "Hi! How're you doing?"

As students become more comfortable with the topics being discussed, teachers often notice that more of them ask questions openly and fewer feel the need to use the Question Box.

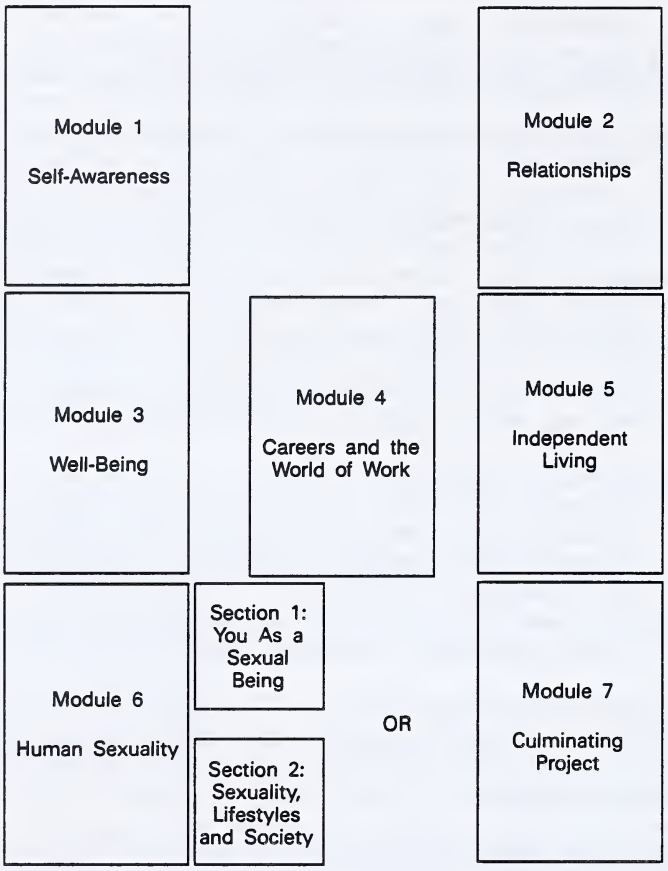
Introducing the Module

Introduce the module by reading aloud, or having students read aloud, the four case studies in the Module Overview. Discuss with the students whether or not the cases seem real to them. Could they occur in their community?

After discussing the cases, indicate to students that the four individuals in the case studies have, as a group, dealt with the major issues and concepts that they themselves will be examining throughout the module, and that they will be meeting all four characters again at various points as the module progresses.

Evaluation

It is suggested that assignments for this module be evaluated as 15% of the final course grading.



The mark breakdown is as follows:

Section 1	40	marks
Section 2	60	marks
	100	marks

Section 1 - You as a Sexual Being

Introduction

In this section of Module 6, students will be introduced to the concept of sexuality and the role of sexuality in relationships, intimacy and sexual decision making. As well, students will examine personal responsibility, behavior, pressures, and basic communication concerning sexuality.

Key Concepts

- There is a difference between sex and sexuality.
- Expression of masculinity and femininity differs among individuals.
- Intimacy is an important part of lasting relationships.
- Sexual expression involves personal responsibilities.
- People face internal and external pressures with respect to sexual expression.
- It is important to develop communication and assertiveness skills to deal with sexual pressures.

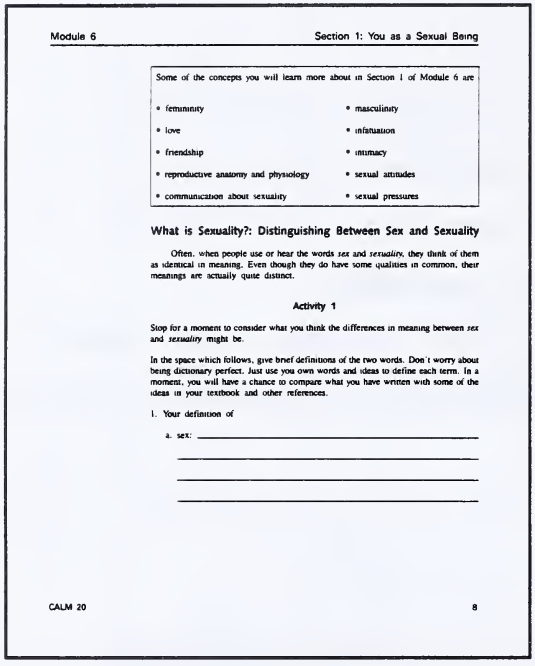
Section Objectives

Students will be able to

- distinguish between sex and sexuality
- recognize that individual expressions of masculinity and femininity differ
- learn to recognize gender stereotyping
- distinguish between friendship, infatuation, love, and intimacy
- recognize the factors impacting on and influenced by sexual decisions
- identify sexual behaviors
- reflect an accurate knowledge of the the anatomy and physiology of the human reproductive system
- become aware of how sexual messages are communicated
- understand what factors may lead to sexual activity
- identify some ways of coping with sexual pressures

Student-Assessed Activities: Answers and Comments Concerning Activity Use

Note: It is expected that the learning facilitator will have read all comments to students concerning activities. These comments are contained in the Appendices of each Module Booklet.



Module 6 — Section 1: You as a Sexual Being

Some of the concepts you will learn more about in Section 1 of Module 6 are

- femininity
- masculinity
- love
- infatuation
- friendship
- intimacy
- reproductive anatomy and physiology
- sexual attitudes
- communication about sexuality
- sexual pressures

What is Sexuality?: Distinguishing Between Sex and Sexuality

Often, when people use or hear the words *sex* and *sexuality*, they think of them as identical in meaning. Even though they do have some qualities in common, their meanings are actually quite distinct.

Activity 1

Stop for a moment to consider what you think the differences in meaning between *sex* and *sexuality* might be.

In the space which follows, give brief definitions of the two words. Don't worry about being dictionary perfect. Just use you own words and ideas to define each term. In a moment, you will have a chance to compare what you have written with some of the ideas in your textbook and other references.

1. Your definition of

a. sex: _____

CALM 20 8

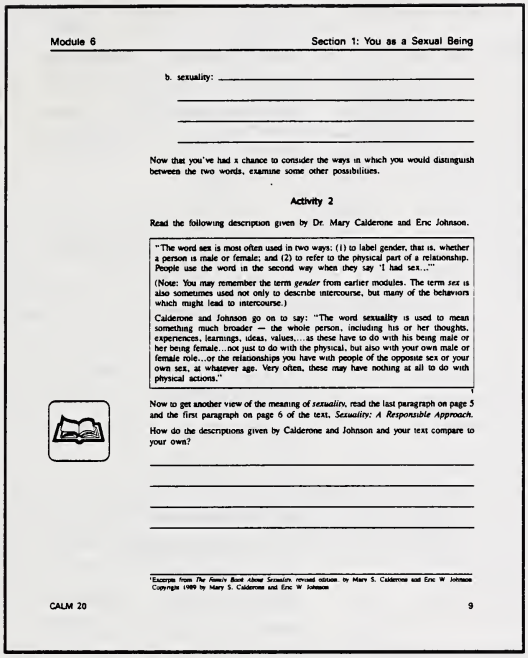
Section 1: Activities 1 and 2

Comments:

The purpose of these activities is to encourage students to consider the similarities and differences between *sex* and *sexuality*, two terms which are often used interchangeably.

After Activity 1 has been completed, the learning facilitator might choose to ask the students to share their definitions, looking for common student perceptions.

As an alternative, the learning facilitator may begin this discussion by placing the terms *sex* and *sexuality* on the blackboard and asking students to brainstorm phrases or words which they feel help define or describe either term or both.



Module 6 Section 1: You as a Sexual Being

b. sexuality: _____

Now that you've had a chance to consider the ways in which you would distinguish between the two words, examine some other possibilities.

Activity 2

Read the following description given by Dr. Mary Calderone and Eric Johnson.

"The word sex is most often used in two ways: (1) to label gender, that is, whether a person is male or female; and (2) to refer to the physical part of a relationship. People use the word in the second way when they say 'I had sex...'"

(Note: You may remember the term *gender* from earlier modules. The term *sex* is also sometimes used not only to describe intercourse, but many of the behaviors which might lead to intercourse.)

Calderone and Johnson go on to say: "The word sexuality is used to mean something much broader — the whole person, including his or her thoughts, experiences, learnings, ideas, values,...as these have to do with his being male or her being female...not just to do with the physical, but also with your own male or female role...or the relationships you have with people of the opposite sex or your own sex, at whatever age. Very often, these may have nothing at all to do with physical actions."

Now to get another view of the meaning of *sexuality*, read the last paragraph on page 5 and the first paragraph on page 6 of the text, *Sexuality: A Responsible Approach*.

How do the descriptions given by Calderone and Johnson and your text compare to your own?

_____

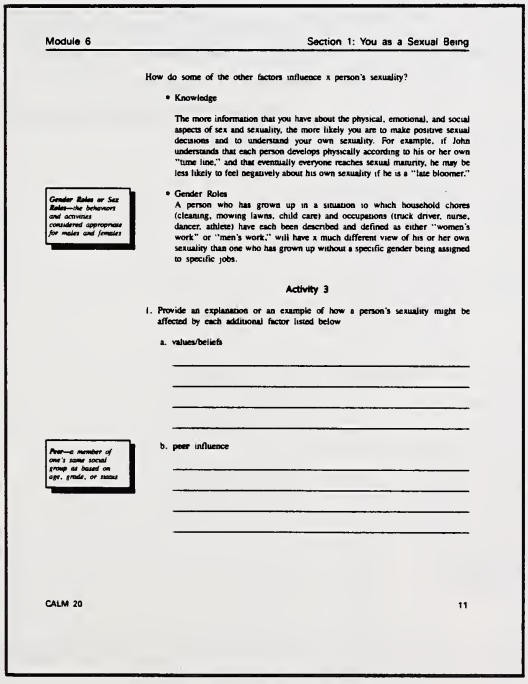
_____

_____

_____

'Excerpts from *The Family Book About Sexuality*, revised edition, by Mary S. Calderone and Eric W. Johnson Copyright 1989 by Mary S. Calderone and Eric W. Johnson

CALM 20 9



Module 6 Section 1: You as a Sexual Being

How do some of the other factors influence a person's sexuality?

- **Knowledge**

  The more information that you have about the physical, emotional, and social aspects of sex and sexuality, the more likely you are to make positive sexual decisions and to understand your own sexuality. For example, if John understands that each person develops physically according to his or her own "time line," and that eventually everyone reaches sexual maturity, he may be less likely to feel negatively about his own sexuality if he is a "late bloomer."

Gender Roles or Sex Roles—the behaviors and activities considered appropriate for males and females

- **Gender Roles**

  A person who has grown up in a situation in which household chores (cleaning, mowing lawns, child care) and occupations (truck driver, nurse, dancer, athlete) have each been described and defined as either "women's work" or "men's work," will have a much different view of his or her own sexuality than one who has grown up without a specific gender being assigned to specific jobs.

Activity 3

1. Provide an explanation or an example of how a person's sexuality might be affected by each additional factor listed below

   a. values/beliefs

   _____

   _____

   _____

   _____

Peer—a member of one's same social group as based on age, grade, or status

   b. peer influence

   _____

   _____

   _____

   _____

CALM 20 11

Section 1: Activity 3

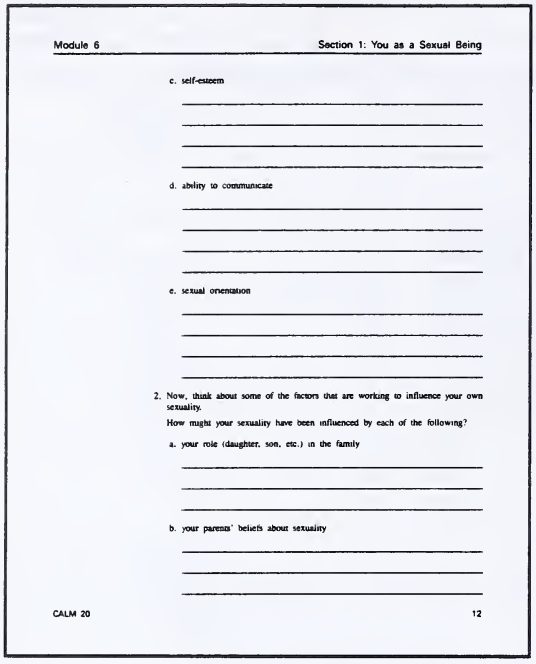
Comments:

Question 1 of this activity may be used for small group or individual work, with the answers to be shared in the class. Question 2 of this activity is intended for individual or personal use only, and is not meant to be part of a classroom activity. Students should, however, be encouraged to discuss their answers with parents, guardians, or other persons who they trust.

Answers:

The following are suggested answers only. Many further examples are possible.

1. a. *A person may possess a belief or value system which narrowly defines the role of males and females in society. A person may hold religious beliefs which have an important impact upon sexual behavior.*



Module 6 Section 1: You as a Sexual Being

c. self-esteem

d. ability to communicate

e. sexual orientation

2. Now, think about some of the factors that are working to influence your own sexuality.

How might your sexuality have been influenced by each of the following?

a. your role (daughter, son, etc.) in the family

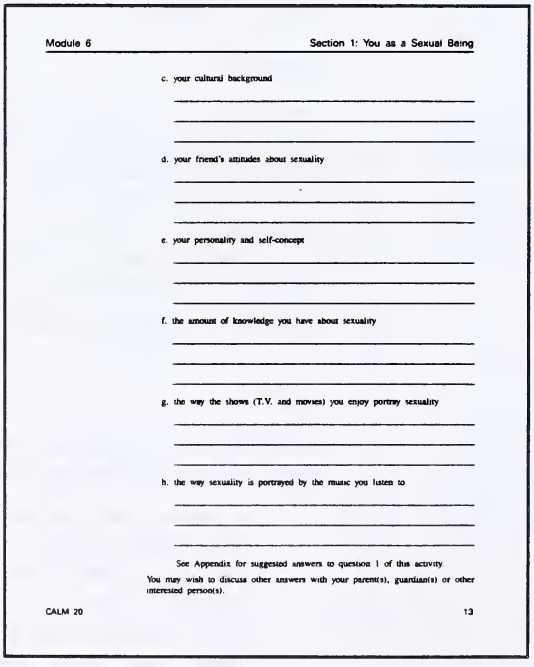
b. your parents' beliefs about sexuality

CALM 20 12

b. *Friends and peers demonstrate male/female behavior in their interactions. Peers might also reject or accept persons because of perceived differences in masculine or feminine behavior.*

c. *Persons who generally feel good about themselves may also find it easier to have confidence in the goodness of their personal feelings of sexuality. Persons who feel less good about themselves generally may experience less confidence in sexual areas and may be more prone to worry about their sexuality.*

d. *Being able to communicate well helps a person get information from others that he or she needs about sexuality. Good communication skills also help a person who is trying to communicate feelings and make sexuality decisions.*



Module 6 Section 1: You as a Sexual Being

c. your cultural background

d. your friend's attitudes about sexuality

e. your personality and self-concept

f. the amount of knowledge you have about sexuality

g. the way the shows (T.V. and movies) you enjoy portray sexuality

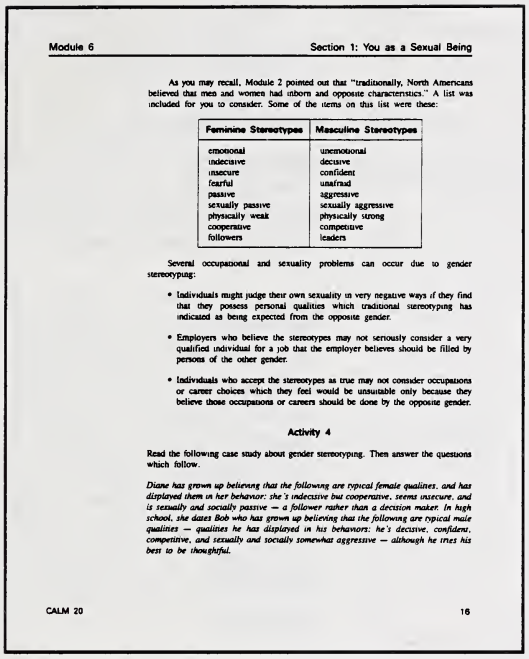
h. the way sexuality is portrayed by the music you listen to

See Appendix for suggested answers to question 1 of this activity.

You may wish to discuss other answers with your parent(s), guardian(s) or other interested person(s).

CALM 20 13

e. *A person's sexual orientation will have a great influence on his or her sexuality because this orientation will influence the persons towards whom one feels sexual interest.*



Module 6 Section 1: You as a Sexual Being

As you may recall, Module 2 pointed out that "traditionally, North Americans believed that men and women had inborn and opposite characteristics." A list was included for you to consider. Some of the items on this list were these:

Feminine Stereotypes	Masculine Stereotypes
emotional	unemotional
indecisive	decisive
insecure	confident
fearful	unafraid
passive	aggressive
sexually passive	sexually aggressive
physically weak	physically strong
cooperative	competitive
followers	leaders

Several occupational and sexuality problems can occur due to gender stereotyping:

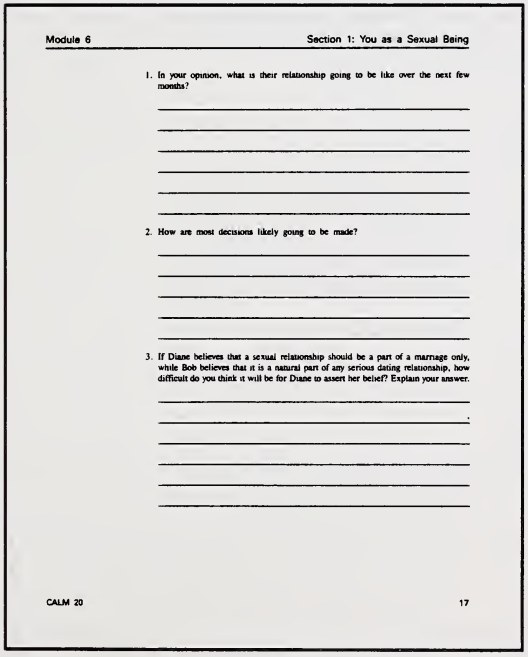
- Individuals might judge their own sexuality in very negative ways if they find that they possess personal qualities which traditional stereotyping has indicated as being expected from the opposite gender.
- Employers who believe the stereotypes may not seriously consider a very qualified individual for a job that the employer believes should be filled by persons of the other gender.
- Individuals who accept the stereotypes as true may not consider occupations or career choices which they feel would be unsuitable only because they believe those occupations or careers should be done by the opposite gender.

Activity 4

Read the following case study about gender stereotyping. Then answer the questions which follow.

Diane has grown up believing that the following are typical female qualities, and has displayed them in her behavior: she's indecisive but cooperative, seems insecure, and is sexually and socially passive — a follower rather than a decision maker. In high school, she dates Bob who has grown up believing that the following are typical male qualities — qualities he has displayed in his behavior: he's decisive, confident, competitive, and sexually and socially somewhat aggressive — although he tries his best to be thoughtful.

CALM 20 16



Module 6 Section 1: You as a Sexual Being

1. In your opinion, what is their relationship going to be like over the next few months?

2. How are most decisions likely going to be made?

3. If Diane believes that a sexual relationship should be a part of a marriage only, while Bob believes that it is a natural part of any serious dating relationship, how difficult do you think it will be for Diane to assert her belief? Explain your answer.

CALM 20 17

Section 1: Activity 4

Comments:

Students are asked to consider a couple whose relationship is based on stereotypical views of gender roles. This activity could lead to lively class discussion.

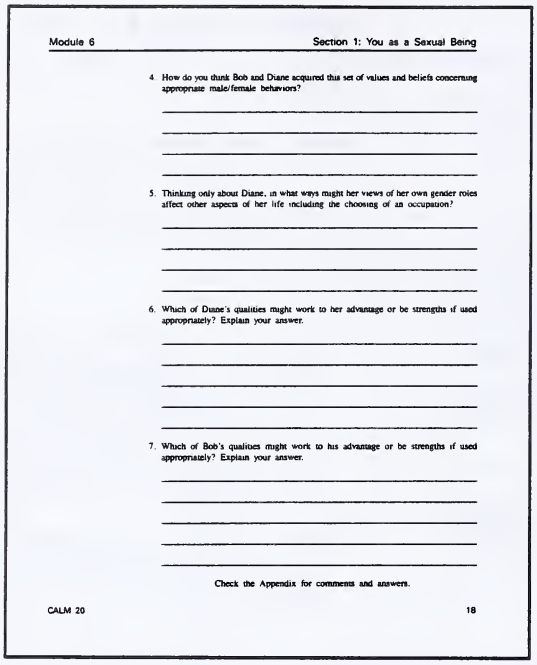
Answers:

1. *It is likely that their relationship will consist of a dominant person (Bob) telling a submissive person (Diane) what to do, where they're going, how to act, and so on. It is possible that Diane will feel very taken advantage of in such a relationship.*

2. *Most decisions will probably be made by Bob who sees this as his role (and so does Diane).*

3. *It will be difficult — but not impossible — for Diane to assert her values with respect to sex in the relationship. She is not normally an aggressive or even an assertive person. However, she may have the level of esteem, family, or peer support that would allow her to assert herself in this situation. Bob may continue to exert pressure in the relationship, however.*

4. *Bob and Diane may have received these values and beliefs from family messages, from their observation of important adults in their lives, from media images of male and female roles, or from the attitudes and values of their peers.*



Module 6 Section 1: You as a Sexual Being

4. How do you think Bob and Diane acquired this set of values and beliefs concerning appropriate male/female behaviors?

5. Thinking only about Diane, in what ways might her views of her own gender roles affect other aspects of her life including the choosing of an occupation?

6. Which of Diane's qualities might work to her advantage or be strengths if used appropriately? Explain your answer.

7. Which of Bob's qualities might work to his advantage or be strengths if used appropriately? Explain your answer.

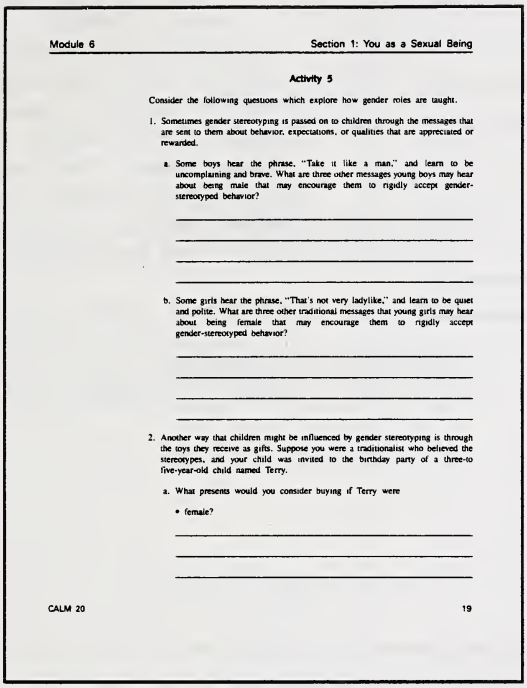
Check the Appendix for comments and answers.

CALM 20 18

5. *If Diane believes that she can only pursue occupations that have traditionally been available to females, she will limit her investigation of possible careers, training, and postsecondary education to those areas. The same, of course, will be true of Bob, who will be unlikely to consider a job that might be traditionally seen as women's work.*

6. *Some of Diane's traits, such as her willingness to be cooperative and her more passive, caring attitude, might be strengths if she were to channel them into caring professions. However, she will always have to be careful not to allow her own important point of view or good ideas to be pushed aside by other individuals. It would probably be to her advantage to learn to substitute assertiveness for passiveness in some situations.*

7. *Rob will have to be careful not to let his aggressive nature turn off people with whom he works, and he may have to learn to substitute assertiveness for aggressiveness. However, his feelings of leadership and confidence could definitely work to his advantage in an area such as business.*



Module 6 Section 1: You as a Sexual Being

Activity 5

Consider the following questions which explore how gender roles are taught.

1. Sometimes gender stereotyping is passed on to children through the messages that are sent to them about behavior, expectations, or qualities that are appreciated or rewarded.

   a. Some boys hear the phrase, "Take it like a man," and learn to be uncomplaining and brave. What are three other messages young boys may hear about being male that may encourage them to rigidly accept gender-stereotyped behavior?

   _____

   _____

   _____

   _____

   b. Some girls hear the phrase, "That's not very ladylike," and learn to be quiet and polite. What are three other traditional messages that young girls may hear about being female that may encourage them to rigidly accept gender-stereotyped behavior?

   _____

   _____

   _____

   _____

2. Another way that children might be influenced by gender stereotyping is through the toys they receive as gifts. Suppose you were a traditionalist who believed the stereotypes, and your child was invited to the birthday party of a three-to five-year-old child named Terry.

   a. What presents would you consider buying if Terry were

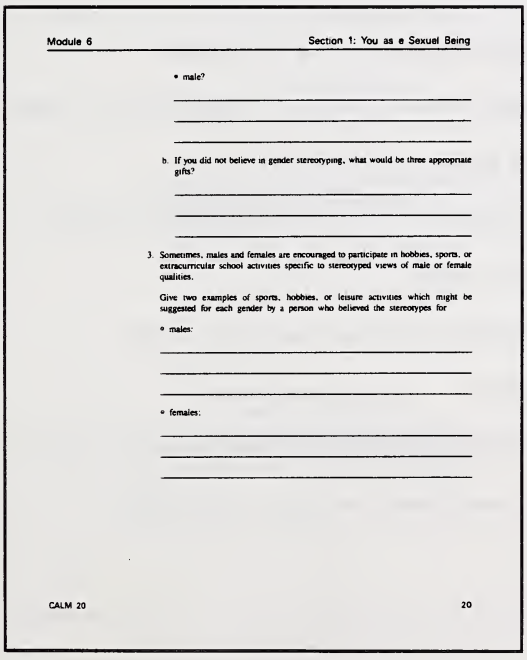
   • female?

   _____

   _____

   _____

CALM 20 19



Module 6 Section 1: You as a Sexual Being

• male?

_____

_____

_____

b. If you did not believe in gender stereotyping, what would be three appropriate gifts?

_____

_____

_____

3. Sometimes, males and females are encouraged to participate in hobbies, sports, or extracurricular school activities specific to stereotyped views of male or female qualities.

Give two examples of sports, hobbies, or leisure activities which might be suggested for each gender by a person who believed the stereotypes for

• males:

_____

_____

_____

• females:

_____

_____

_____

CALM 20 20

Section 1: Activity 5

Answers:

1. a. *Boys may also hear messages such as these:*

   - *"Of course you want to play sports in school."*
   - *"You're the man of the house while Daddy's away."*
   - *"Boys will be boys!"*

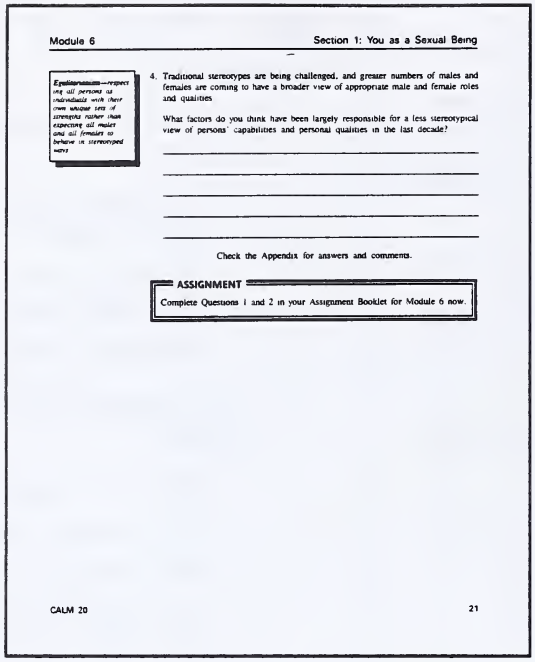
   b. *Girls might also hear such messages as these:*

   - *"Don't be so messy."*
   - *"Get your dad to help you."*
   - *"You can't do that by yourself."*
   - *"Go ahead and have a good cry."*

2. *This question is assuming the giftbuyer holds rigid gender stereotypes.*

   a. *In this case, a perfect female present might be a doll, bake set, or household cleaning items (toy iron, etc.). A perfect male present might be a baseball bat, toy race car, or tool set.*

   b. *A giftbuyer who wishes to deemphasize traditional gender stereotypes may be prepared to buy any of these gifts (dolls, bake sets, household cleaning items, sports equipment, building and tool sets, race cars) for children of either gender. Non-gender-specific gifts could include such items as cassettes, tricycle, games, puzzles, sled, or toy musical instruments.*



Module 6 Section 1: You as a Sexual Being

Egalitarianism—respect one all persons as individuals with their own unique sets of strengths rather than expecting all males and all females to behave in stereotyped ways

4. Traditional stereotypes are being challenged, and greater numbers of males and females are coming to have a broader view of appropriate male and female roles and qualities.

What factors do you think have been largely responsible for a less stereotypical view of persons' capabilities and personal qualities in the last decade?

Check the Appendix for answers and comments.

ASSIGNMENT

Complete Questions 1 and 2 in your Assignment Booklet for Module 6 now.

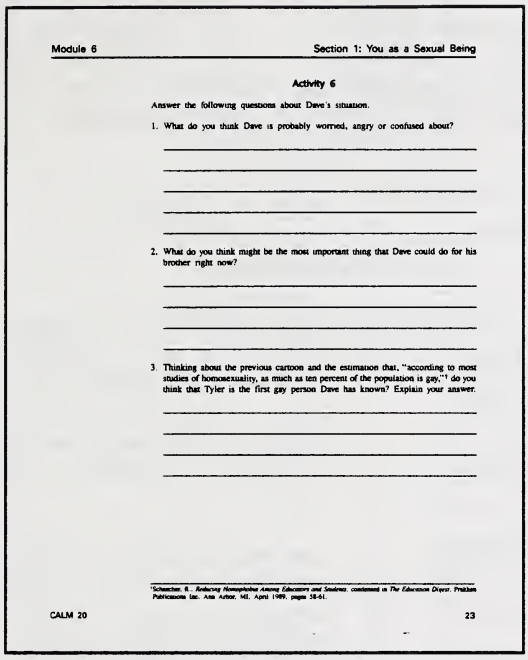
CALM 20 21

3. *Two sports, hobbies, or activities suggested by a gender-stereotyping person for males might include any of the following: electric trains, collecting hockey cards, playing hockey, and playing football. Their suggestions for females might include collecting dolls, playing ringette, sewing, and taking dancing and figure skating lessons.*

   A person who wished to gender stereotype a child as little as possible would encourage an interest in any of these activities by children of both genders.

4. *In the last decade stereotypical views of female and male roles have been less common for several reasons including*

   - *the increasing number of females working outside of the home*
   - *the increasing number of males assuming child-care responsibilities at home*
   - *higher levels of education for both males and females*
   - *more encouragement for both genders to look at occupations of all kinds*
   - *the felt need for higher family income*
   - *changing media images of parenting, and male and female roles*
   - *more role models of both genders in nontraditional roles*
   - *better birth control methods which allow females to more precisely plan their childbearing*
   - *changing laws in the area of male/female and family relationships*



Module 6 Section 1: You as a Sexual Being

Activity 6

Answer the following questions about Dave's situation.

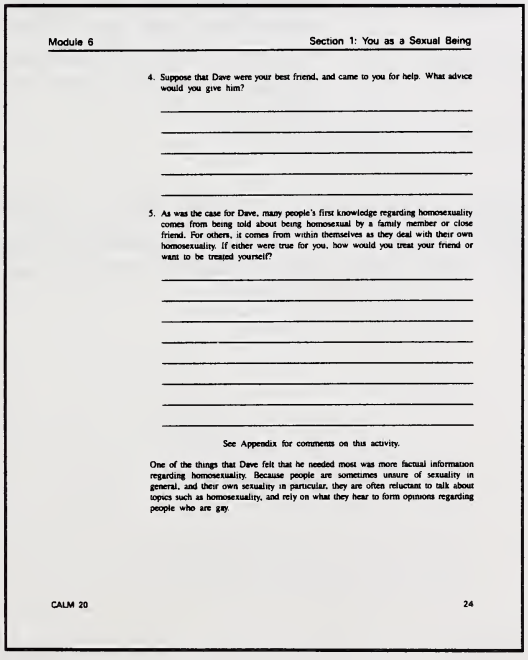
1. What do you think Dave is probably worried, angry or confused about?

2. What do you think might be the most important thing that Dave could do for his brother right now?

3. Thinking about the previous cartoon and the estimation that, "according to most studies of homosexuality, as much as ten percent of the population is gay,"[1] do you think that Tyler is the first gay person Dave has known? Explain your answer.

[1]Schmeltzer, E. *Reducing Homophobia Among Educators and Students*, condensed in *The Education Digest*. Prakken Publications Inc. Ann Arbor, MI. April 1989, pages 58-61.

CALM 20 23



Module 6 Section 1: You as a Sexual Being

4. Suppose that Dave were your best friend, and came to you for help. What advice would you give him?

5. As was the case for Dave, many people's first knowledge regarding homosexuality comes from being told about being homosexual by a family member or close friend. For others, it comes from within themselves as they deal with their own homosexuality. If either were true for you, how would you treat your friend or want to be treated yourself?

See Appendix for comments on this activity.

One of the things that Dave felt that he needed most was more factual information regarding homosexuality. Because people are sometimes unsure of sexuality in general, and their own sexuality in particular, they are often reluctant to talk about topics such as homosexuality, and rely on what they hear to form opinions regarding people who are gay.

CALM 20 24

Section 1: Activity 6

Comments:

The discussion of sexual orientation is one of the sensitive topics mentioned in the Introduction to the Learning Facilitator's Manual, and the learning facilitator may find that some students will not be given permission to complete activities in this portion of Section 1. In these cases, students might be encouraged to complete either the Extra Help or Enrichment activity at this time.

The questions in Activity 6 deal with feelings about homosexuality and the importance of being supportive to friends and family who may be dealing with issues of sexual orientation.

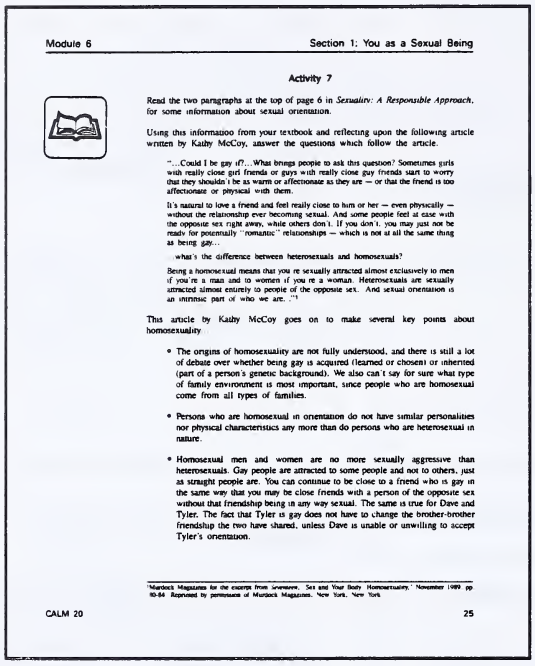
Answers:

1. *He may be worried about his own sexuality and how his friends will react towards him and his family if the friends are intolerant of homosexuality. Dave may wonder whether or not Tyler will fit all the stereotyped images he has had of people who have a homosexual orientation, because if he doesn't know the facts about being gay, he can only rely on hearsay about homosexuality from his friends and the media.*

2. *Probably the most important thing he could do would be to listen, try to understand, and show that he still loves his brother.*

3. *Dave has probably known — and still does know — other people who are gay. Because of their fear of rejection, many homosexual persons are unwilling to let others know about their orientation.*

4. *The advice you choose to give would depend a great deal on your own feelings about homosexuality. If you were uncomfortable dealing with the issue, you might want to suggest that you and Dave go together to speak with an understanding adult whom you trust. You might also suggest that Dave try to find out more about Tyler's emotional needs. You may be willing to help Dave identify some of his feelings about homosexuality through discussion.*



Module 6 Section 1: You as a Sexual Being

Activity 7

Read the two paragraphs at the top of page 6 in *Sexuality: A Responsible Approach*, for some information about sexual orientation.

Using this information from your textbook and reflecting upon the following article written by Kathy McCoy, answer the questions which follow the article.

"...Could I be gay if?...What brings people to ask this question? Sometimes girls with really close girl friends or guys with really close guy friends start to worry that they shouldn't be as warm or affectionate as they are — or that the friend is too affectionate or physical with them.

It's natural to love a friend and feel really close to him or her — even physically — without the relationship ever becoming sexual. And some people feel at ease with the opposite sex right away, while others don't. If you don't, you may just not be ready for postnatally "romantic" relationships — which is not at all the same thing as being gay...

...what's the difference between heterosexuals and homosexuals?

Being a homosexual means that you're sexually attracted almost exclusively to men if you're a man and to women if you're a woman. Heterosexuals are sexually attracted almost entirely to people of the opposite sex. And sexual orientation is an intrinsic part of who we are. ..."[1]

This article by Kathy McCoy goes on to make several key points about homosexuality.

- The origins of homosexuality are not fully understood, and there is still a lot of debate over whether being gay is acquired (learned or chosen) or inherited (part of a person's genetic background). We also can't say for sure what type of family environment is most important, since people who are homosexual come from all types of families.
- Persons who are homosexual in orientation do not have similar personalities nor physical characteristics any more than do persons who are heterosexual in nature.
- Homosexual men and women are no more sexually aggressive than heterosexuals. Gay people are attracted to some people and not to others, just as straight people are. You can continue to be close to a friend who is gay in the same way that you may be close friends with a person of the opposite sex without that friendship being in any way sexual. The same is true for Dave and Tyler. The fact that Tyler is gay does not have to change the brother-brother friendship the two have shared, unless Dave is unable or unwilling to accept Tyler's orientation.

[1]Murdock Magazines for the excerpt from "Answers... Sex and Your Body: Homosexuality," November 1989 pp 80-84 Reprinted by permission of Murdock Magazines, New York, New York

CALM 20 25

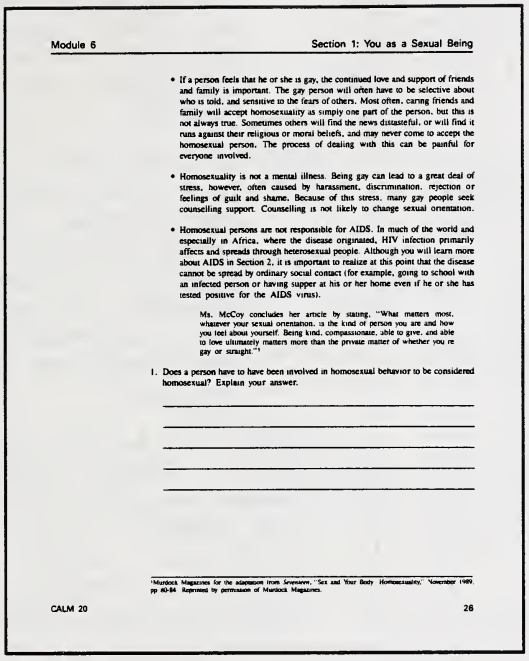
Section 1: Activity 7

Comments:

Again, this activity is deemed to be very sensitive in nature. Learning facilitators should be well versed about many of the myths surrounding homosexuality, if possible, as these may need to be countered in classroom discussion or written student work.

The learning facilitator should be aware of prevailing community attitudes toward homosexuality and should gauge the readiness of students to talk further about homosexuality. The activity has been labelled optional to allow students to decide whether they wish more information at this time and to allow the learning facilitator to consider the sensitive nature of the material.

The learning facilitator should, if possible, research to see whether there are support groups for homosexual persons within the community and which counselling agencies and persons in the community may provide support for a person feeling some isolation about this issue.



Module 6 Section 1: You as a Sexual Being

- If a person feels that he or she is gay, the continued love and support of friends and family is important. The gay person will often have to be selective about who is told, and sensitive to the fears of others. Most often, caring friends and family will accept homosexuality as simply one part of the person, but this is not always true. Sometimes others will find the news distasteful, or will find it runs against their religious or moral beliefs, and may never come to accept the homosexual person. The process of dealing with this can be painful for everyone involved.

- Homosexuality is not a mental illness. Being gay can lead to a great deal of stress, however, often caused by harassment, discrimination, rejection or feelings of guilt and shame. Because of this stress, many gay people seek counselling support. Counselling is not likely to change sexual orientation.

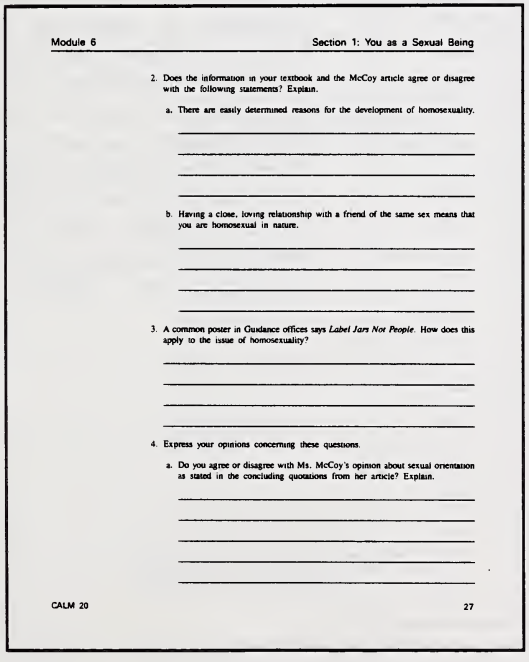
- Homosexual persons are not responsible for AIDS. In much of the world and especially in Africa, where the disease originated, HIV infection primarily affects and spreads through heterosexual people. Although you will learn more about AIDS in Section 2, it is important to realize at this point that the disease cannot be spread by ordinary social contact (for example, going to school with an infected person or having supper at his or her home even if he or she has tested positive for the AIDS virus).

Ms. McCoy concludes her article by stating, "What matters most, whatever your sexual orientation, is the kind of person you are and how you feel about yourself. Being kind, compassionate, able to give, and able to love ultimately matters more than the private matter of whether you re gay or straight."[1]

1. Does a person have to have been involved in homosexual behavior to be considered homosexual? Explain your answer.

[1]Murdock Magazines for the adaptation from *Seventeen*, "Sex and Your Body: Homosexuality," November 1989, pp 40-84. Reprinted by permission of Murdock Magazines.

CALM 20 26



Module 6 Section 1: You as a Sexual Being

2. Does the information in your textbook and the McCoy article agree or disagree with the following statements? Explain.

   a. There are easily determined reasons for the development of homosexuality.

   b. Having a close, loving relationship with a friend of the same sex means that you are homosexual in nature.

3. A common poster in Guidance offices says *Label Jars Not People*. How does this apply to the issue of homosexuality?

4. Express your opinions concerning these questions.

   a. Do you agree or disagree with Ms. McCoy's opinion about sexual orientation as stated in the concluding quotations from her article? Explain.

CALM 20 27

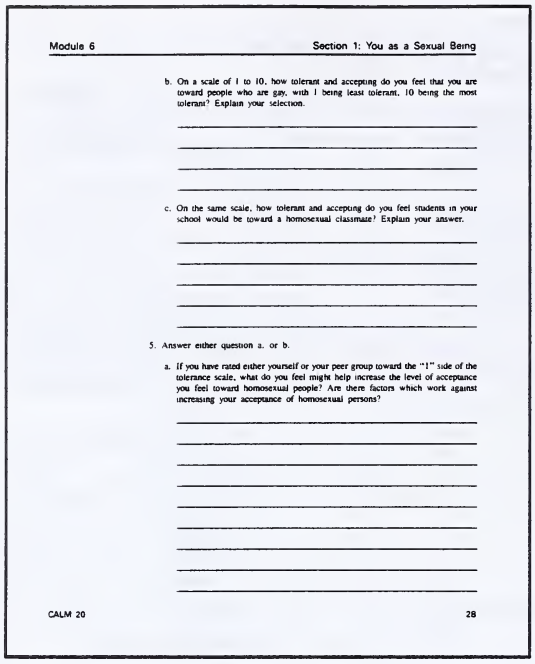
Answers:

1. *No, a person's behavior is not the determining factor in deciding about homosexuality. Some people have had homosexual experiences, but have not been gay or become gay. There may be people who know that they are homosexual, but they have never had any sexual experiences, in the same way that you do not have to have had sexual intercourse with the opposite sex to know that you are heterosexual.*

2. a. *There is a great deal of debate over what causes a person to be homosexual. Some people believe it is genetic; some believe it is hormonal; some believe it is a psychological choice one makes. Therefore, the causes, as yet, are not easily determined.*

   b. *Just because two friends of the same sex care for each other deeply does not mean they are homosexual. The term homosexuality refers to a definite attraction to and sexual preference for persons of the same sex.*

3. *Many times people who are not homosexual use name-calling to put down any persons they feel may be gay. Name-calling is an abusive form of labelling.*



Module 6 Section 1: You as a Sexual Being

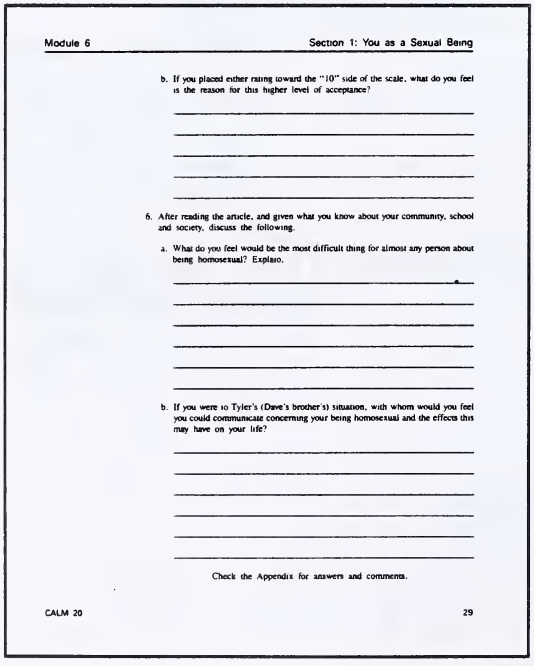
b. On a scale of 1 to 10, how tolerant and accepting do you feel that you are toward people who are gay, with 1 being least tolerant, 10 being the most tolerant? Explain your selection.

c. On the same scale, how tolerant and accepting do you feel students in your school would be toward a homosexual classmate? Explain your answer.

5. Answer either question a. or b.

a. If you have rated either yourself or your peer group toward the "1" side of the tolerance scale, what do you feel might help increase the level of acceptance you feel toward homosexual people? Are there factors which work against increasing your acceptance of homosexual persons?

CALM 20 28



Module 6 Section 1: You as a Sexual Being

b. If you placed either rating toward the "10" side of the scale, what do you feel is the reason for this higher level of acceptance?

6. After reading the article, and given what you know about your community, school and society, discuss the following.

a. What do you feel would be the most difficult thing for almost any person about being homosexual? Explain.

b. If you were to Tyler's (Dave's brother's) situation, with whom would you feel you could communicate concerning your being homosexual and the effects this may have on your life?

Check the Appendix for answers and comments.

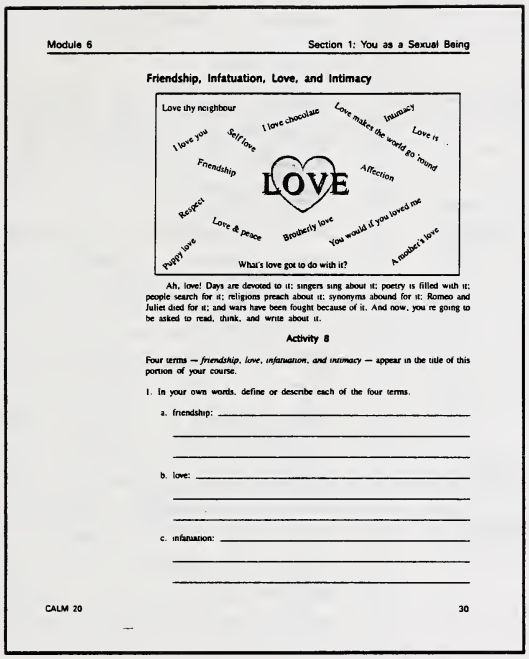
CALM 20 29

4. a. *Whether you agree or disagree with Ms. McCoy's statements about homosexuality will depend on your own attitudes, values, and life experiences.*

b.,c. *You may not have any experiences against which to measure or rate levels of tolerance. However, you may have seen other examples of levels of acceptance towards differences among people in areas such as race, religion, or culture. These examples may help you with your answer.*

5. *Some of the factors that often work to increase tolerance include parental example, education, positive experiences with individuals in the group being discriminated against, religious messages that promote tolerance, and high personal levels of self-esteem.*

6. *While your answers will depend on the community in which you live, having people with whom you can communicate is always important, not only for discussing this issue, but for many of the other issues you will be studying. Communication supports may be found at home, at school, on sports teams, on the job, in clubs, and within the church. Are there specific support groups within your community for persons who are homosexual?*



Module 6 Section 1: You as a Sexual Being

Friendship, Infatuation, Love, and Intimacy

Ah, love! Days are devoted to it; singers sing about it; poetry is filled with it; people search for it; religions preach about it; synonyms abound for it; Romeo and Juliet died for it; and wars have been fought because of it. And now, you re going to be asked to read, think, and write about it.

Activity 8

Four terms — *friendship, love, infatuation, and intimacy* — appear in the title of this portion of your course.

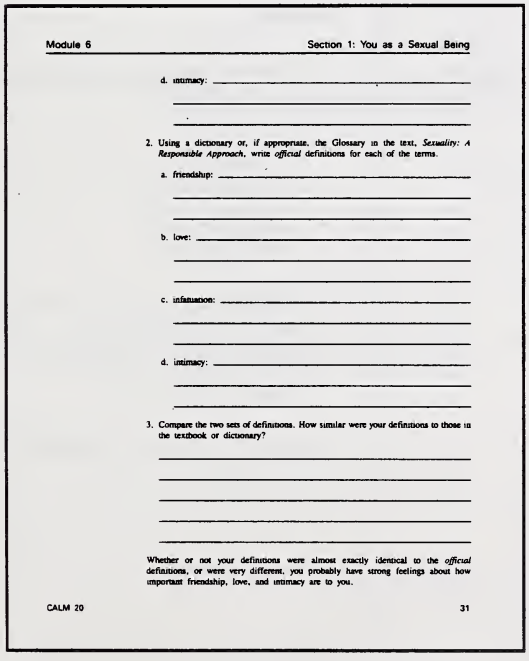
1. In your own words, define or describe each of the four terms.

a. friendship: _____

b. love: _____

c. infatuation: _____

CALM 20 30



Module 6 Section 1: You as a Sexual Being

d. intimacy: _____

2. Using a dictionary or, if appropriate, the Glossary in the text, *Sexuality: A Responsible Approach*, write *official* definitions for each of the terms.

a. friendship: _____

b. love: _____

c. infatuation: _____

d. intimacy: _____

3. Compare the two sets of definitions. How similar were your definitions to those in the textbook or dictionary?

Whether or not your definitions were almost exactly identical to the *official* definitions, or were very different, you probably have strong feelings about how important friendship, love, and intimacy are to you.

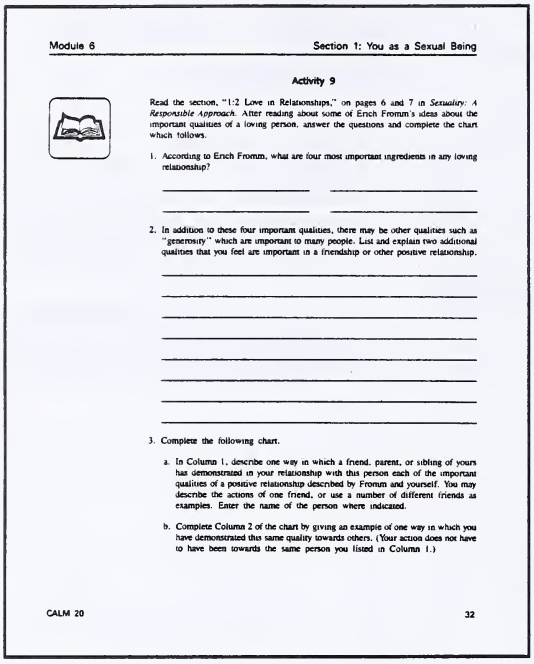
CALM 20 31

Section 1: Activity 8

Comments:

As in Activity 1, students might be encouraged to share their personal definitions of each term, with common elements being written on the blackboard to develop a series of group definitions.

Once the *official* definitions have been researched, ask the students to consider the accuracy of the class' original definition.



Module 6 Section 1: You as a Sexual Being

Activity 9

Read the section, "1:2 Love in Relationships," on pages 6 and 7 in *Sexuality: A Responsible Approach*. After reading about some of Erich Fromm's ideas about the important qualities of a loving person, answer the questions and complete the chart which follows.

1. According to Erich Fromm, what are four most important ingredients in any loving relationship?

   _____ _____

   _____ _____

2. In addition to these four important qualities, there may be other qualities such as "generosity" which are important to many people. List and explain two additional qualities that you feel are important in a friendship or other positive relationship.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

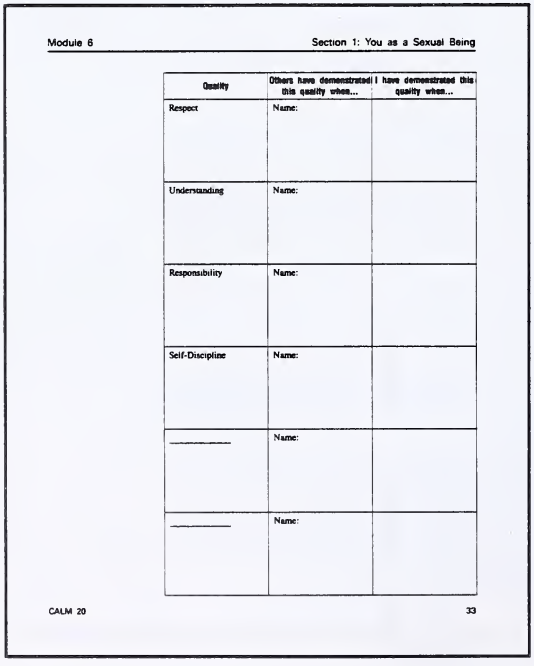
   _____

3. Complete the following chart.

   a. In Column 1, describe one way in which a friend, parent, or sibling of yours has demonstrated in your relationship with this person each of the important qualities of a positive relationship described by Fromm and yourself. You may describe the actions of one friend, or use a number of different friends as examples. Enter the name of the person where indicated.

   b. Complete Column 2 of the chart by giving an example of one way in which you have demonstrated this same quality towards others. (Your action does not have to have been towards the same person you listed in Column 1.)

CALM 20 32



Module 6 Section 1: You as a Sexual Being

Quality	Others have demonstrated this quality when...	I have demonstrated this quality when...
Respect	Name:	
Understanding	Name:	
Responsibility	Name:	
Self-Discipline	Name:	
_____	Name:	
_____	Name:	

CALM 20 33

Section 1: Activity 9

Comments:

Activity 9 encourages students to examine the important ingredients in any relationship — be it romantic, friendship, or family-oriented.

Students should be encouraged to examine each of their relationships, looking for as many positive qualities as possible.

At the end of the activity, students are asked about important relationship qualities that they have trouble finding within themselves and are asked to consider possible ways of improving those qualities. Depending on available time, the learning facilitator might take the class through a personal goal-setting exercise in which students consider their answers to question 4 c., and, using the decision-making process, develop individual action plans for personal improvement.

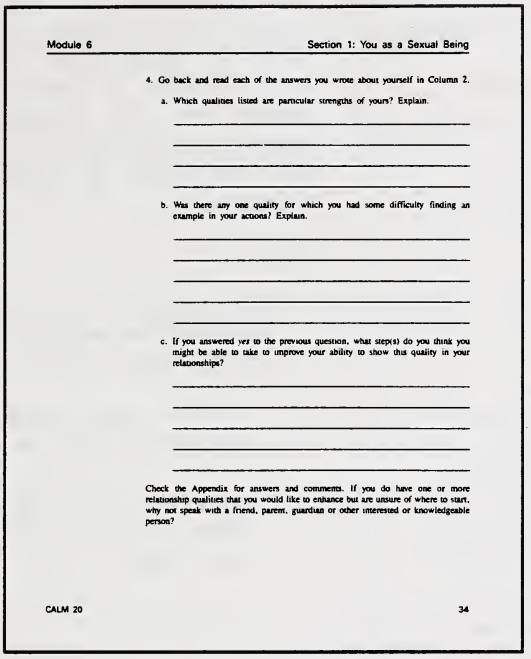
Answers:

1. The four qualities that Fromm mentioned are

   - *respect*
   - *responsibility*
   - *understanding*
   - *self-discipline*

2. *Other qualities that might be part of a loving relationship are trust, communication, affirmation, acceptance, valuing, and so on.*

3. and 4. will have individual answers.



Module 6 Section 1: You as a Sexual Being

4. Go back and read each of the answers you wrote about yourself in Column 2.

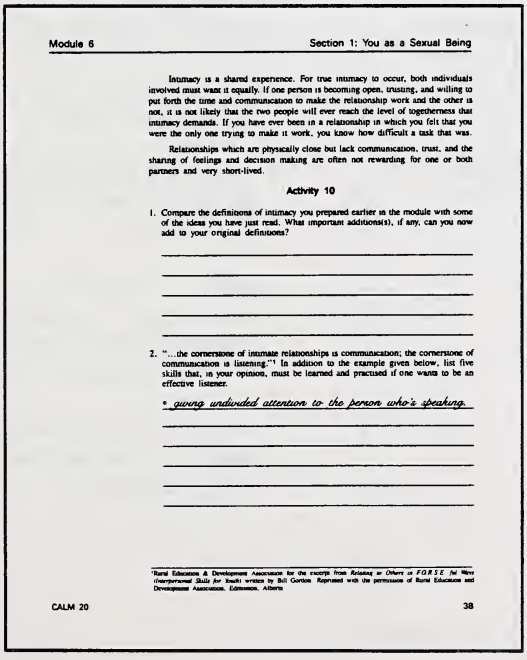
a. Which qualities listed are particular strengths of yours? Explain.

b. Was there any one quality for which you had some difficulty finding an example in your actions? Explain.

c. If you answered *yes* to the previous question, what step(s) do you think you might be able to take to improve your ability to show this quality in your relationships?

Check the Appendix for answers and comments. If you do have one or more relationship qualities that you would like to enhance but are unsure of where to start, why not speak with a friend, parent, guardian or other interested or knowledgeable person?

CALM 20 34



Module 6 Section 1: You as a Sexual Being

Intimacy is a shared experience. For true intimacy to occur, both individuals involved must want it equally. If one person is becoming open, trusting, and willing to put forth the time and communication to make the relationship work and the other is not, it is not likely that the two people will ever reach the level of togetherness that intimacy demands. If you have ever been in a relationship in which you felt that you were the only one trying to make it work, you know how difficult a task that was.

Relationships which are physically close but lack communication, trust, and the sharing of feelings and decision making are often not rewarding for one or both partners and very short-lived.

Activity 10

1. Compare the definitions of intimacy you prepared earlier in the module with some of the ideas you have just read. What important additions(s), if any, can you now add to your original definitions?

2. "...the cornerstone of intimate relationships is communication; the cornerstone of communication is listening."[1] In addition to the example given below, list five skills that, in your opinion, must be learned and practised if one wants to be an effective listener.

• *giving undivided attention to the person who's speaking.*

[1]Rural Education & Development Association for the excerpt from *Relating to Others* in *F.O.R.S.E. Ad Hoc Interpersonal Skills for Youth* written by Bill Gordon. Reprinted with the permission of Rural Education and Development Association, Edmonton, Alberta

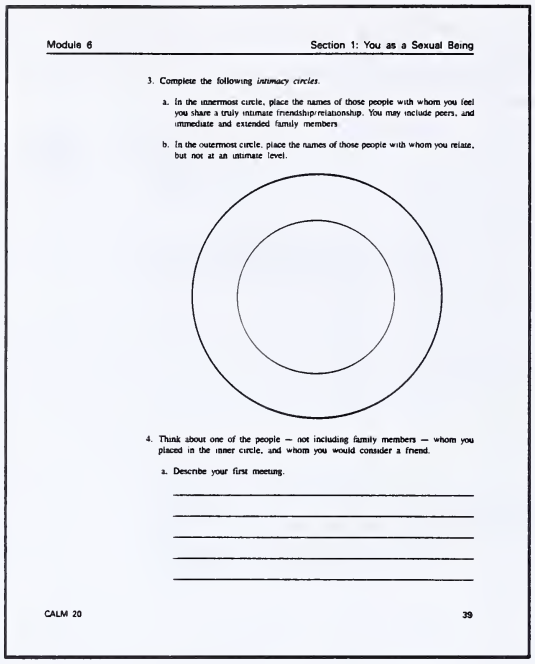
CALM 20 38

Section 1: Activity 10

Comments:

Activity 10 concentrates on factors necessary for relationships to develop to a point of intimacy. Using personal experiences, students are asked to consider the important ingredients in an intimate relationship. It is important that students come to differentiate between the term intimacy as it is often applied to sexual activity, and true intimacy as it applies to friendship, parenting, and romantic partnerships.

Some time might be spent in discussing the importance of effective communication as studied in previous modules of this course, and applying those skills to the concept of sexual relationships.



Module 6 Section 1: You as a Sexual Being

3. Complete the following *intimacy circles*.

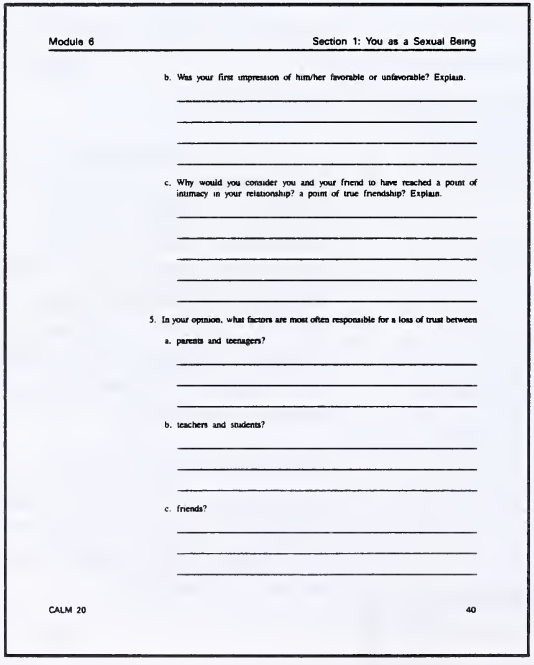
a. In the innermost circle, place the names of those people with whom you feel you share a truly intimate friendship/relationship. You may include peers, and immediate and extended family members.

b. In the outermost circle, place the names of those people with whom you relate, but not at an intimate level.

4. Think about one of the people — not including family members — whom you placed in the inner circle, and whom you would consider a friend.

a. Describe your first meeting.

CALM 20 39



Module 6 Section 1: You as a Sexual Being

b. Was your first impression of him/her favorable or unfavorable? Explain.

c. Why would you consider you and your friend to have reached a point of intimacy in your relationship? a point of true friendship? Explain.

5. In your opinion, what factors are most often responsible for a loss of trust between

a. parents and teenagers?

b. teachers and students?

c. friends?

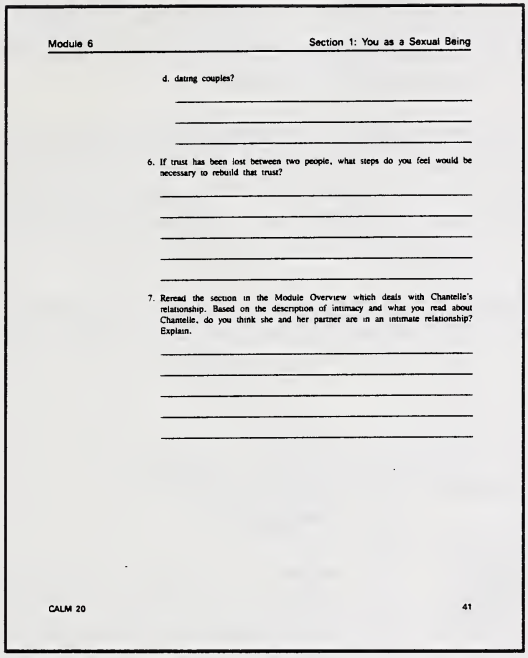
CALM 20 40

As well, the issue of trust is raised in this activity, and the learning facilitator might choose to spend some time discussing student answers to questions 5 and 6. Students could be encouraged to share reasons why trust might be lost and possible ways and means of rebuilding trust in relationships.

Answers:

2. *Some additional skills that are helpful in improving communication and especially listening ability include*

   - *using eye contact to make sure that the person knows that you are attentive*
   - *giving the other person feedback about what you understand is being said to you*
   - *putting into words some of the feelings that you sense in the person*
   - *expressing your own feelings about what is being said*
   - *selecting a quiet place, somewhat free of distractions, in which to have conversations*
   - *being supportive, but non-judgemental, especially if what a person is sharing with you involves a situation difficult for that person*
   - *respecting the person's feelings and what he or she has shared with you as being confidential*



Module 6 Section 1: You as a Sexual Being

d. dating couples?

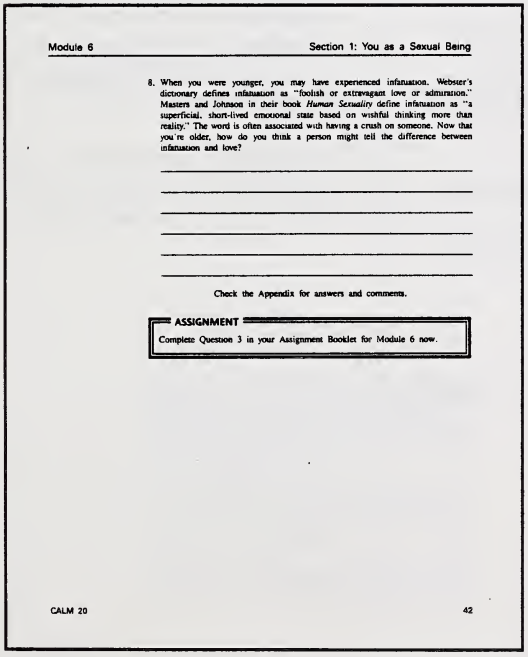
6. If trust has been lost between two people, what steps do you feel would be necessary to rebuild that trust?

7. Reread the section in the Module Overview which deals with Chantelle's relationship. Based on the description of intimacy and what you read about Chantelle, do you think she and her partner are in an intimate relationship? Explain.

CALM 20 41

3. *It is likely that the number of people in your inner circle is fewer than the number in the outer circle. It takes time and a lot of effort and trust for a relationship or friendship to reach the truly intimate stage.* (The learning facilitator might point out that the number of names in the inner circle is not as important as the quality of the friendships which are represented by the names.)

5. a. *Common reasons for loss of trust between parents and teens include teens breaking a curfew, behaving in a way which goes against the family value system, getting speeding tickets, having problems at school; parents or teens breaking promises, lying, or inflicting abuse.*



Module 6 Section 1: You as a Sexual Being

8. When you were younger, you may have experienced infatuation. Webster's dictionary defines infatuation as "foolish or extravagant love or admiration." Masters and Johnson in their book *Human Sexuality* define infatuation as "a superficial, short-lived emotional state based on wishful thinking more than reality." The word is often associated with having a crush on someone. Now that you're older, how do you think a person might tell the difference between infatuation and love?

Check the Appendix for answers and comments.

ASSIGNMENT

Complete Question 3 in your Assignment Booklet for Module 6 now.

CALM 20 42

b. *Common reasons for loss of trust between teachers and students include cheating, teachers or students not following through on promises, students misbehaving or creating problems when the teacher is absent.*

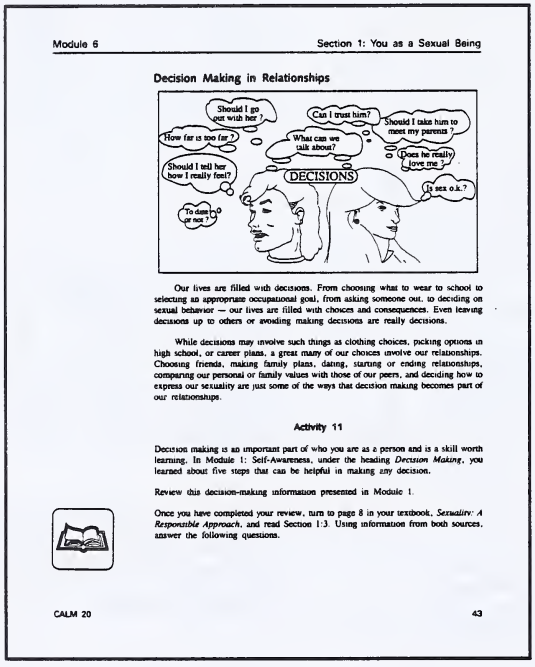
c. *Common reasons for loss of trust between friends include breaking promises, lying, being two-faced, or spreading rumors.*

d. *Common reasons for loss of trust in dating relationships include lying, secretly dating other people, exerting sexual pressure, or breaking promises.*

6. *Rebuilding trust takes a lot of time and effort. In order to reestablish trust, a person has to begin by displaying small, trustworthy actions and gradually increasing the level of sharing. In some ways it is like going back to the beginning of the relationship.*

7. *Chantelle and her partner have a physically intimate relationship, but it seems as if the qualities of true intimacy, especially communication, are missing. If they do not develop some communication, respect, and trust, their relationship will not last long; or this combination of physical intimacy, but little communication, will make them candidates for such problems as an unwanted pregnancy.*

8. *Perhaps the biggest difference between infatuation and love is that love requires a high level of intimacy, whereas infatuation may simply require physical, emotional, intellectual, or social attraction.*



Module 6 Section 1: You as a Sexual Being

Decision Making in Relationships

Should I go out with her?
Can I trust him?
Should I take him to meet my parents?
How far is too far?
What can we talk about?
Does he really love me?
Should I tell her how I really feel?
DECISIONS
Is sex o.k.?
To date or not?

Our lives are filled with decisions. From choosing what to wear to school to selecting an appropriate occupational goal, from asking someone out, to deciding on sexual behavior — our lives are filled with choices and consequences. Even leaving decisions up to others or avoiding making decisions are really decisions.

While decisions may involve such things as clothing choices, picking options in high school, or career plans, a great many of our choices involve our relationships. Choosing friends, making family plans, dating, starting or ending relationships, comparing our personal or family values with those of our peers, and deciding how to express our sexuality are just some of the ways that decision making becomes part of our relationships.

Activity 11

Decision making is an important part of who you are as a person and is a skill worth learning. In Module 1: Self-Awareness, under the heading *Decision Making*, you learned about five steps that can be helpful in making *any* decision.

Review this decision-making information presented in Module 1.

Once you have completed your review, turn to page 8 in your textbook, *Sexuality: A Responsible Approach*, and read Section 1:3. Using information from both sources, answer the following questions.

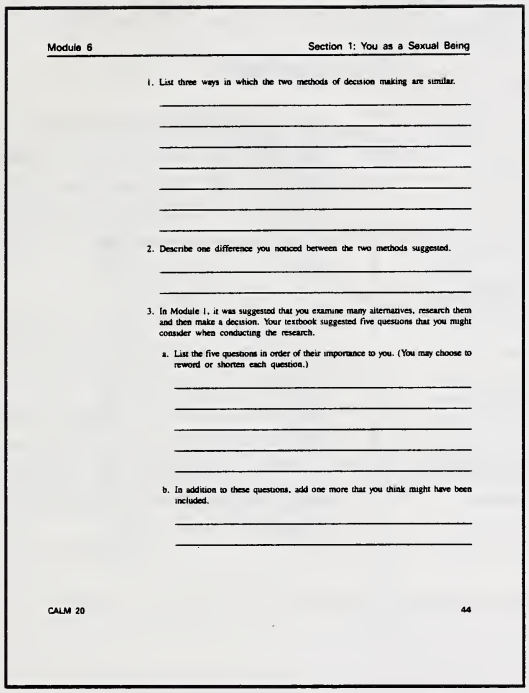
CALM 20 43

Section 1: Activity 11

Comments:

Activity 11 applies the knowledge of a decision-making process taught in Module 1 to some decisions that are more specific to sexuality issues. Later in this module, students will use the process to deal with increasingly difficult types of decisions, but in Activity 11 they are merely reintroduced to the linear decision-making approach to solving problems.

The learning facilitator may want to review some of the key concepts in decision making prior to beginning the activity.



Module 6 Section 1: You as a Sexual Being

1. List three ways in which the two methods of decision making are similar.

2. Describe one difference you noticed between the two methods suggested.

3. In Module 1, it was suggested that you examine many alternatives, research them and then make a decision. Your textbook suggested five questions that you might consider when conducting the research.

   a. List the five questions in order of their importance to you. (You may choose to reword or shorten each question.)

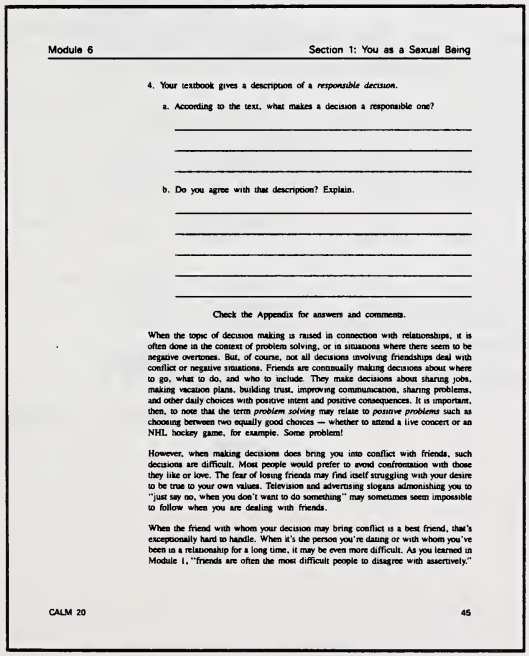
   b. In addition to these questions, add one more that you think might have been included.

CALM 20 44

1. *Similarities between the methods include any three of the following:*

   - *Both use a step-by-step systematic approach.*
   - *Both believe that a person should consider a wide range of alternatives.*
   - *Both believe that each alternative should be considered in light of positive and negative consequences.*
   - *Both require that a person take action.*
   - *Both suggest that evaluation take place.*

2. *One difference between the two methods is that the method in the textbook suggests a very specific series of questions that should be considered before taking action.*



Module 6 Section 1: You as a Sexual Being

4. Your textbook gives a description of a *responsible decision.*

   a. According to the text, what makes a decision a responsible one?

   b. Do you agree with that description? Explain.

Check the Appendix for answers and comments.

When the topic of decision making is raised in connection with relationships, it is often done in the context of problem solving, or in situations where there seem to be negative overtones. But, of course, not all decisions involving friendships deal with conflict or negative situations. Friends are continually making decisions about where to go, what to do, and who to include. They make decisions about sharing jobs, making vacation plans, building trust, improving communication, sharing problems, and other daily choices with positive intent and positive consequences. It is important, then, to note that the term *problem solving* may relate to *positive problems* such as choosing between two equally good choices — whether to attend a live concert or an NHL hockey game, for example. Some problem!

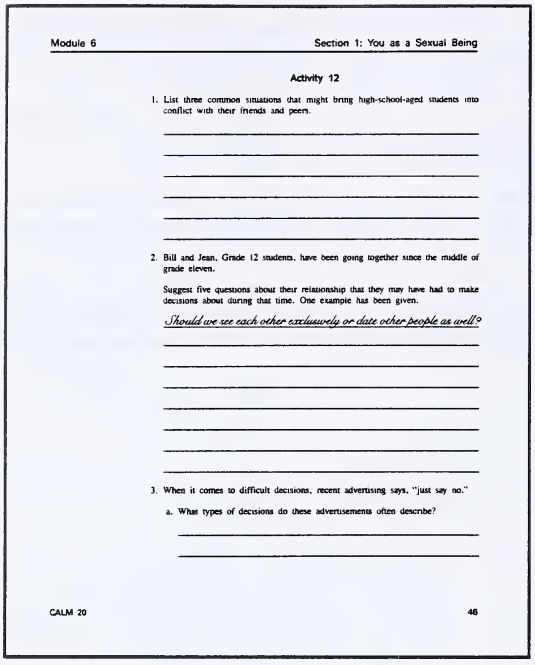
However, when making decisions does bring you into conflict with friends, such decisions are difficult. Most people would prefer to avoid confrontation with those they like or love. The fear of losing friends may find itself struggling with your desire to be true to your own values. Television and advertising slogans admonishing you to "just say no, when you don't want to do something" may sometimes seem impossible to follow when you are dealing with friends.

When the friend with whom your decision may bring conflict is a best friend, that's exceptionally hard to handle. When it's the person you're dating or with whom you've been in a relationship for a long time, it may be even more difficult. As you learned in Module 1, "friends are often the most difficult people to disagree with assertively."

CALM 20 45

3. *The criteria a person uses for evaluating alternatives will depend on a number of factors such as the nature of the decision, who else might be affected, one's experience in dealing with the problem, and so on.*

4. *According to the textbook, a responsible decision is one that leads to behaviors that are healthy, safe, legal, follow family guidelines, and show respect for self and others.*



Module 6 Section 1: You as a Sexual Being

Activity 12

1. List three common situations that might bring high-school-aged students into conflict with their friends and peers.

2. Bill and Jean, Grade 12 students, have been going together since the middle of grade eleven.

   Suggest five questions about their relationship that they may have had to make decisions about during that time. One example has been given.

   Should we see each other exclusively or date other people as well?

3. When it comes to difficult decisions, recent advertising says, "just say no."

   a. What types of decisions do these advertisements often describe?

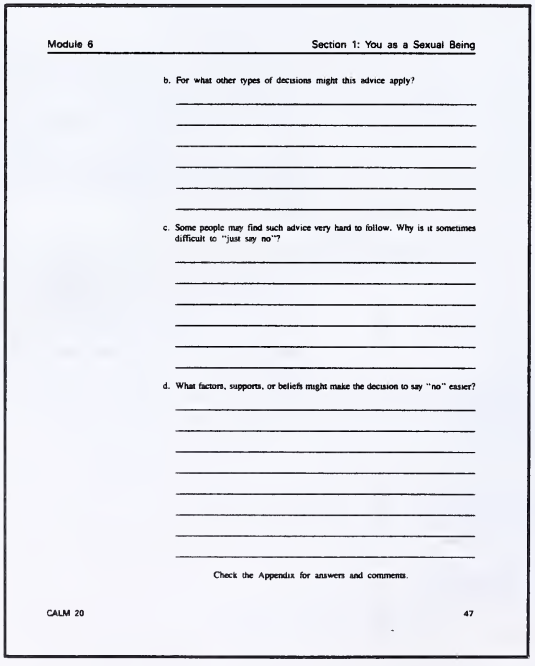
CALM 20 46

Section 1: Activity 12

Comments:

Making decisions which affect relationships can often be difficult for anyone, but most especially for adolescents. Activity 12 looks at specific relationship decisions and factors which make this type of decision-making easier or more difficult.

Activity 12 lends itself to group process in which students can share individual and common experiences and methods for making positive decisions. Results of the small group process may then be shared with the larger group, the learning facilitator acting as guide and as an additional source of experience and ideas.



Module 6 Section 1: You as a Sexual Being

b. For what other types of decisions might this advice apply?

c. Some people may find such advice very hard to follow. Why is it sometimes difficult to "just say no"?

d. What factors, supports, or beliefs might make the decision to say "no" easier?

Check the Appendix for answers and comments.

CALM 20 47

Answers:

1. You might have included any three of the following conflict situations:

   - *disagreements over friends*
   - *whether or not to lend money*
   - *whether or not to share homework*
   - *what behaviors are acceptable in public*
   - *dating pressures*
   - *whether or not to smoke, drink, do drugs*

2. Jean and Bill might also have had to answer these questions:

   - *What kinds of dating activities do we each or both enjoy?*
   - *Should we share the costs of dating?*
   - *How can we bring a variety of dating situations into our relationship?*
   - *Should we meet each other's families?*
   - *What interests do we share in common?*
   - *Will we continue to spend time with our other friends?*
   - *What level of sexual behavior is acceptable to us?*
   - *How will we handle pressure from inside ourselves and from our friends with respect to sexual behavior?*

3. a. and b.

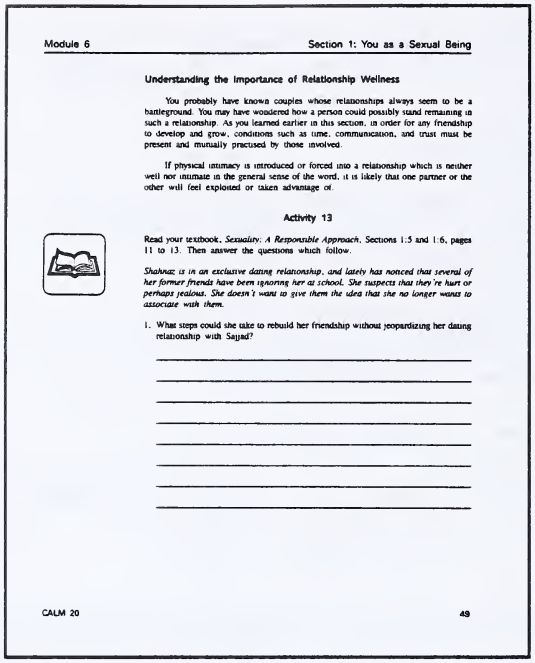
   Most "just say no" advertising is related to drugs, but similar ad campaigns might also be used for

   - *drinking and driving*
   - *smoking*
   - *quitting school*
   - *taking part in vandalism and other crimes*
   - *being involved in sexual behaviors that go against one's values*

   c. *It's not always easy to "just say no." Pressures from friends and family or from society itself can make the temptation to be involved in risk behaviors quite strong. For example, to a person in great need of money, the temptation to deal in drugs may be very powerful.*

   d. *Factors which might make the decision to say "no" easier might include*

      - *having positive and ongoing family support*
      - *having feelings of positive self-worth*
      - *having people around who will listen*
      - *being in a peer group that does not participate in risk behaviors*



Module 6 Section 1: You as a Sexual Being

Understanding the Importance of Relationship Wellness

You probably have known couples whose relationships always seem to be a battleground. You may have wondered how a person could possibly stand remaining in such a relationship. As you learned earlier in this section, in order for any friendship to develop and grow, conditions such as time, communication, and trust must be present and mutually practised by those involved.

If physical intimacy is introduced or forced into a relationship which is neither well nor intimate in the general sense of the word, it is likely that one partner or the other will feel exploited or taken advantage of.

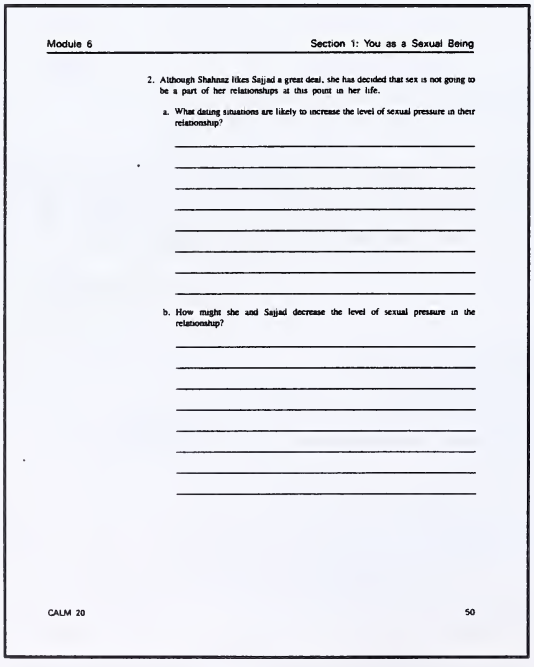
Activity 13

Read your textbook, *Sexuality: A Responsible Approach*, Sections 1:5 and 1:6, pages 11 to 13. Then answer the questions which follow.

Shahnaz is in an exclusive dating relationship, and lately has noticed that several of her former friends have been ignoring her at school. She suspects that they're hurt or perhaps jealous. She doesn't want to give them the idea that she no longer wants to associate with them.

1. What steps could she take to rebuild her friendship without jeopardizing her dating relationship with Sajjad?

CALM 20 49



Module 6 Section 1: You as a Sexual Being

2. Although Shahnaz likes Sajjad a great deal, she has decided that sex is not going to be a part of her relationships at this point in her life.

   a. What dating situations are likely to increase the level of sexual pressure in their relationship?

   b. How might she and Sajjad decrease the level of sexual pressure in the relationship?

CALM 20 50

Section 1: Activity 13

Comments:

While the topic of dating relationships may not presently apply to all students in the class, it will likely affect most, if not all, by the end of high school or shortly thereafter. Activity 13 uses a brief case study to examine dating pressures, and presents questions that students might consider when making dating and sexual decisions.

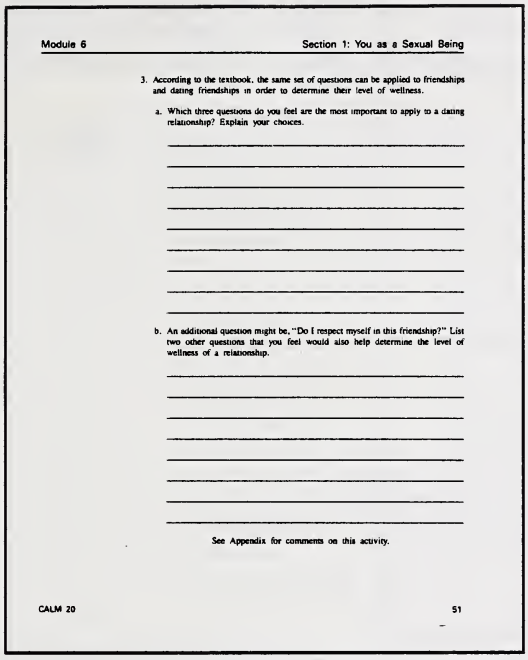
The learning facilitator might make use of *value voting* in this activity. In question 3a of the activity, students are asked to select "the most important questions to apply to friendship and dating situations to determine their level of wellness." The learning facilitator might record the class' opinion as to the most and least important considerations as selected by the students.

Follow-up discussion could centre on why these particular questions were chosen and on individual disagreement as to the final selections.

Some time should also be spent with question 3b, which looks at additional questions that might be asked prior to making important sexual or dating decisions.

Answers:

1. *Maintaining other friendships while in a dating relationship may take some effort. Shahnaz might choose to continue to have lunch with her friends at school and/or make sure that she continues to phone them regularly. As well, she and her friends could set aside one evening each week to be their time together.*



Module 6 Section 1: You as a Sexual Being

3. According to the textbook, the same set of questions can be applied to friendships and dating friendships in order to determine their level of wellness.

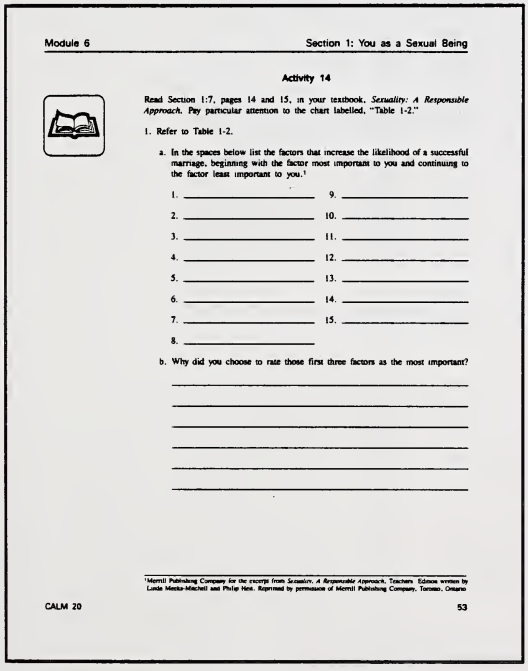
a. Which three questions do you feel are the most important to apply to a dating relationship? Explain your choices.

b. An additional question might be, "Do I respect myself in this friendship?" List two other questions that you feel would also help determine the level of wellness of a relationship.

See Appendix for comments on this activity.

CALM 20 51

2. *In exclusive dating relationships, sexual pressure might increase in cases where the couple spends time in isolated locations (such as parking or being home alone). The amount of pressure may decrease if they go out as part of a group, or with another couple, or go out on more public types of dates such as concerts, athletic events, or movies. Sexual pressure might be reduced if the couple sits down and communicates about their goals for the relationship and the behaviors they are willing and not willing to accept.*



Module 6 Section 1: You as a Sexual Being

Activity 14

Read Section 1:7, pages 14 and 15, in your textbook, *Sexuality: A Responsible Approach*. Pay particular attention to the chart labelled, "Table 1-2."

1. Refer to Table 1-2.

a. In the spaces below list the factors that increase the likelihood of a successful marriage, beginning with the factor most important to you and continuing to the factor least important to you.[1]

1. _____ 9. _____
2. _____ 10. _____
3. _____ 11. _____
4. _____ 12. _____
5. _____ 13. _____
6. _____ 14. _____
7. _____ 15. _____
8. _____

b. Why did you choose to rate those first three factors as the most important?

[1]Merrill Publishing Company for the excerpt from *Sexuality, A Responsible Approach*, Teachers Edition written by Linda Meeks-Mitchell and Philip Hess. Reprinted by permission of Merrill Publishing Company, Toronto, Ontario

CALM 20 53

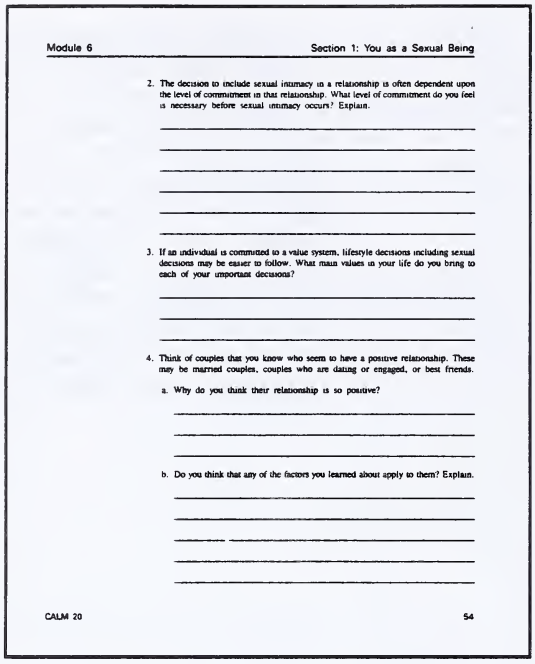
Section 1: Activity 14

Comments:

Activity 14 contains exercises which are discussion-oriented and other exercises which are intended for personal reflection and investigation only.

Question 1 is ideal for large group discussion following individual work. Given the wide range of individuals who make up any classroom, it is likely that the rank ordering of factors leading to successful marriages will reflect this range. In large or small group discussion, the learning facilitator might encourage students to defend their top three and bottom three choices.

While questions 2, 3, and 4 are more personal in nature, the results of the survey in question 5 might be shared if the couples involved have given their permission to do so.



Module 6 Section 1: You as a Sexual Being

2. The decision to include sexual intimacy in a relationship is often dependent upon the level of commitment in that relationship. What level of commitment do you feel is necessary before sexual intimacy occurs? Explain.

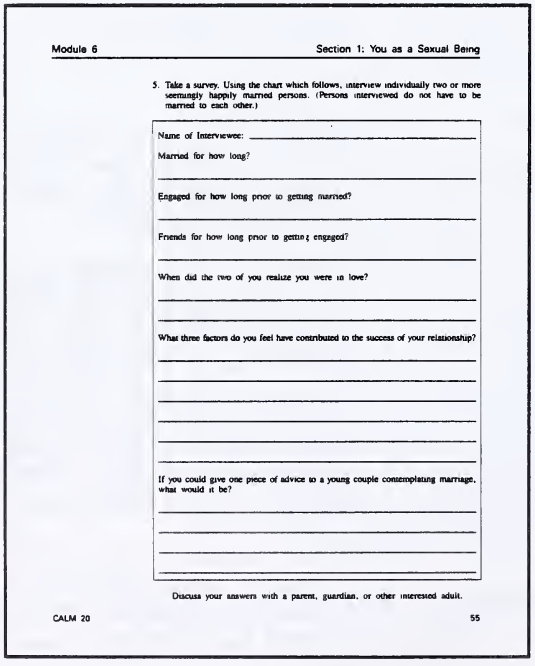
3. If an individual is committed to a value system, lifestyle decisions including sexual decisions may be easier to follow. What main values in your life do you bring to each of your important decisions?

4. Think of couples that you know who seem to have a positive relationship. These may be married couples, couples who are dating or engaged, or best friends.

a. Why do you think their relationship is so positive?

b. Do you think that any of the factors you learned about apply to them? Explain.

CALM 20 54



Module 6 Section 1: You as a Sexual Being

5. Take a survey. Using the chart which follows, interview individually two or more seemingly happily married persons. (Persons interviewed do not have to be married to each other.)

Name of Interviewee: _____

Married for how long?

Engaged for how long prior to getting married?

Friends for how long prior to getting engaged?

When did the two of you realize you were in love?

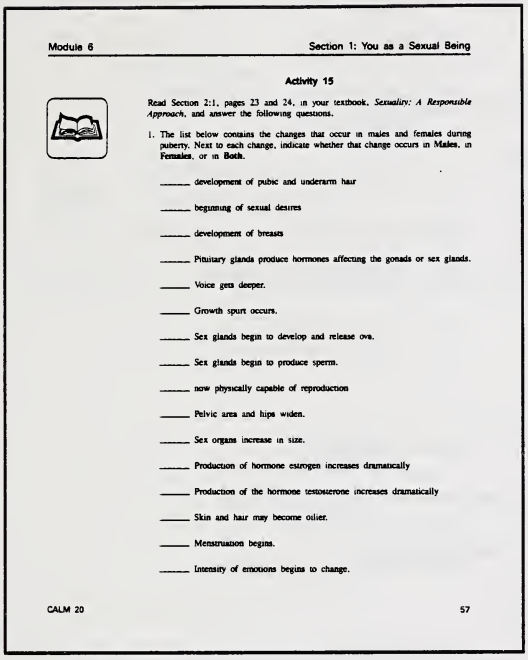
What three factors do you feel have contributed to the success of your relationship?

If you could give one piece of advice to a young couple contemplating marriage, what would it be?

Discuss your answers with a parent, guardian, or other interested adult.

CALM 20 55

Sharing the results of the survey would give students an opportunity to identify important qualities of positive, long-term relationships.



Module 6 — Section 1: You as a Sexual Being

Activity 15

Read Section 2:1, pages 23 and 24, in your textbook, *Sexuality: A Responsible Approach*, and answer the following questions.

1. The list below contains the changes that occur in males and females during puberty. Next to each change, indicate whether that change occurs in **Males**, in **Females**, or in **Both**.

_____ development of pubic and underarm hair

_____ beginning of sexual desires

_____ development of breasts

_____ Pituitary glands produce hormones affecting the gonads or sex glands.

_____ Voice gets deeper.

_____ Growth spurt occurs.

_____ Sex glands begin to develop and release ova.

_____ Sex glands begin to produce sperm.

_____ now physically capable of reproduction

_____ Pelvic area and hips widen.

_____ Sex organs increase in size.

_____ Production of hormone estrogen increases dramatically

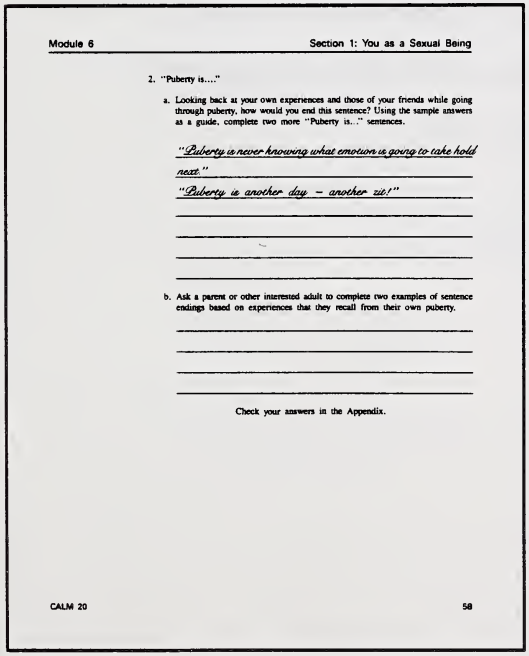
_____ Production of the hormone testosterone increases dramatically

_____ Skin and hair may become oilier.

_____ Menstruation begins.

_____ Intensity of emotions begins to change.

CALM 20 57



Module 6 — Section 1: You as a Sexual Being

2. "Puberty is...."

a. Looking back at your own experiences and those of your friends while going through puberty, how would you end this sentence? Using the sample answers as a guide, complete two more "Puberty is..." sentences.

"Puberty is never knowing what emotion is going to take hold next."

"Puberty is another day – another zit!"

b. Ask a parent or other interested adult to complete two examples of sentence endings based on experiences that they recall from their own puberty.

Check your answers in the Appendix.

CALM 20 58

Section 1: Activity 15

Comments:

For many students, Activities 15 to 19 will represent a review of material learned in "Health and Personal Life Skills" in junior high school.

If a significant number of students have not had the opportunity to learn this material in junior high, it may be appropriate to identify one or two audiovisual materials used in the junior high school program or to involve local health educators in presenting basic information on the reproductive systems to students.

Answers:

1. Pubertal changes affect males and females as follows:

_B_ development of pubic and underarm hair

_B_ beginning of sexual desires

_F_ development of breasts

_B_ Pituitary glands produce hormones affecting the gonads or sex glands.

_M_ Voice gets deeper.

_B_ Growth spurt occurs.

_F_ Sex glands begin to develop and release ova.

_M_ Sex glands begin to produce sperm.

_B_ now physically capable of reproduction

_F_ Pelvic area and hips widen.

_B_ Sex organs increase in size.

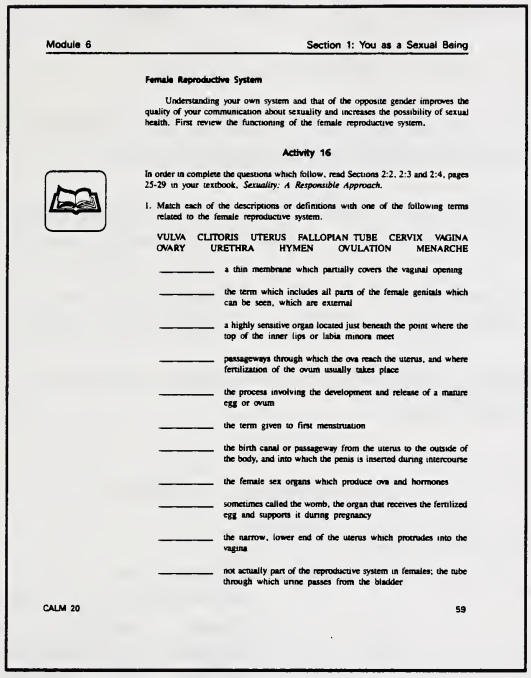
_F_ Production of the hormone estrogen increases dramatically.

_M_ Production of the hormone testosterone increases dramatically.

_B_ Skin and hair may become oilier.

_F_ Menstruation begins.

_B_ Intensity of emotions begins to change.



Module 6 Section 1: You as a Sexual Being

Female Reproductive System

Understanding your own system and that of the opposite gender improves the quality of your communication about sexuality and increases the possibility of sexual health. First review the functioning of the female reproductive system.

Activity 16

In order to complete the questions which follow, read Sections 2:2, 2:3 and 2:4, pages 25-29 in your textbook, *Sexuality: A Responsible Approach.*

1. Match each of the descriptions or definitions with one of the following terms related to the female reproductive system.

VULVA CLITORIS UTERUS FALLOPIAN TUBE CERVIX VAGINA
OVARY URETHRA HYMEN OVULATION MENARCHE

_____ a thin membrane which partially covers the vaginal opening

_____ the term which includes all parts of the female genitals which can be seen, which are external

_____ a highly sensitive organ located just beneath the point where the top of the inner lips or labia minora meet

_____ passageways through which the ova reach the uterus, and where fertilization of the ovum usually takes place

_____ the process involving the development and release of a mature egg or ovum

_____ the term given to first menstruation

_____ the birth canal or passageway from the uterus to the outside of the body, and into which the penis is inserted during intercourse

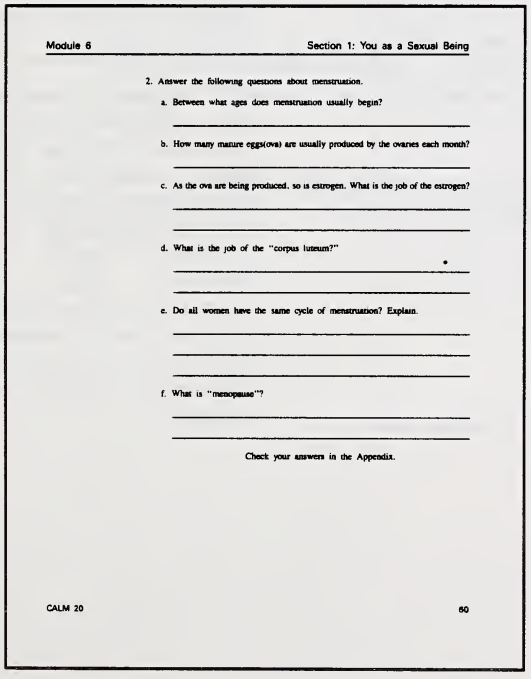
_____ the female sex organs which produce ova and hormones

_____ sometimes called the womb, the organ that receives the fertilized egg and supports it during pregnancy

_____ the narrow, lower end of the uterus which protrudes into the vagina

_____ not actually part of the reproductive system in females; the tube through which urine passes from the bladder

CALM 20 59



Module 6 Section 1: You as a Sexual Being

2. Answer the following questions about menstruation.

a. Between what ages does menstruation usually begin?

_____

b. How many mature eggs(ova) are usually produced by the ovaries each month?

_____

c. As the ova are being produced, so is estrogen. What is the job of the estrogen?

_____

_____

d. What is the job of the "corpus luteum?"

_____

_____

e. Do all women have the same cycle of menstruation? Explain.

_____

_____

_____

f. What is "menopause"?

_____

_____

Check your answers in the Appendix.

CALM 20 60

Section 1: Activity 16

Answers:

1.

hymen — a thin membrane which partially covers the vaginal opening

vulva — the term which includes all parts of the female genitals which can be seen, which are external

clitoris — a highly sensitive organ located just beneath the point where the top of the inner lips or labia minora meet

Fallopian tubes — passageways through which the ova reach the uterus and where fertilization of the ovum usually takes place

ovulation — the process involving the development and release of a mature egg or ovum

menarche — the term given to first menstruation

vagina — the birth canal or passageway from the uterus to the outside of the body, and into which the penis is inserted during intercourse

ovaries — the female sex organs which produce ova and hormones

uterus — sometimes called the womb, the organ that receives the fertilized egg and supports it during pregnancy

cervix — the narrow, lower end of the uterus which protrudes into the vagina

urethra — not actually part of the reproductive system in females; the tube through which urine passes from the bladder

2. a. *Menstruation usually begins between the ages of eight and thirteen.*

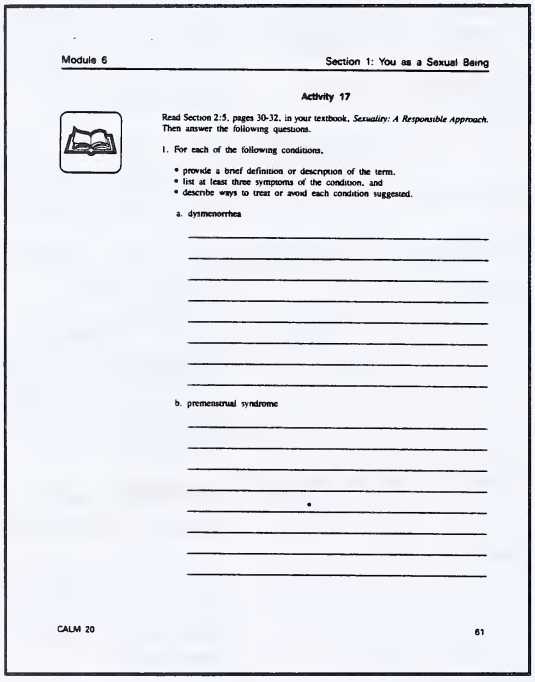
   b. *Usually only one mature egg (ovum) is produced each month.*

   c. *Estrogen stimulates the follicle to release an ovum and the uterus to prepare a spongy lining for the possible implanting and development of a fertilized ovum.*

   d. *The corpus luteum secretes the hormone progesterone which stimulates the development of the lining of the uterus prior to pregnancy and maintains it during pregnancy.*

   e. *Not all woman have the same menstrual cycle. The cycle may vary from 21 to 40 days in length, and in a maturing female, the cycle may not stabilize for a while.*

   f. *Menopause is the stage in a female's life at which the production of ova ceases, and with that cessation, menstruation no longer occurs.*



Module 6 — Section 1: You as a Sexual Being

Activity 17

Read Section 2:5, pages 30-32, in your textbook, *Sexuality: A Responsible Approach*. Then answer the following questions.

1. For each of the following conditions,

- provide a brief definition or description of the term.
- list at least three symptoms of the condition, and
- describe ways to treat or avoid each condition suggested.

a. dysmenorrhea

b. premenstrual syndrome

CALM 20 61

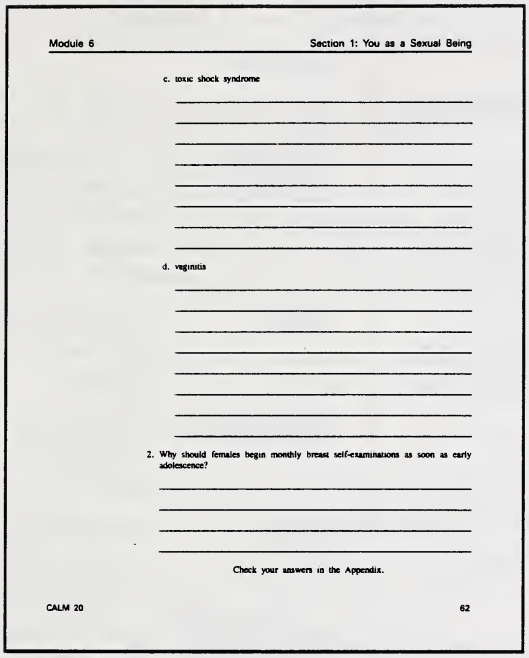
Section 1: Activity 17

Answers:

1. a. *Dysmenorrhea is painful menstruation. Its symptoms include breast tenderness, nausea, and cramping. Dysmenorrhea may be relieved by physical exercise, relaxation exercises, warm baths, or medication such as aspirin.*

   b. *Premenstrual Syndrome (PMS)*

   PMS is a chronic menstrual disorder with physical, emotional, and behavioral symptoms which usually begin about a week before menstruation. Symptoms may include bloating, depression, binge eating, headaches, fatigue, crying or irritability. While a variety of treatments has been suggested, there is almost no agreement on what works best. Some treatments include medications, special diets, and vitamins.



Module 6 Section 1: You as a Sexual Being

c. toxic shock syndrome

d. vaginitis

2. Why should females begin monthly breast self-examinations as soon as early adolescence?

Check your answers in the Appendix.

CALM 20 62

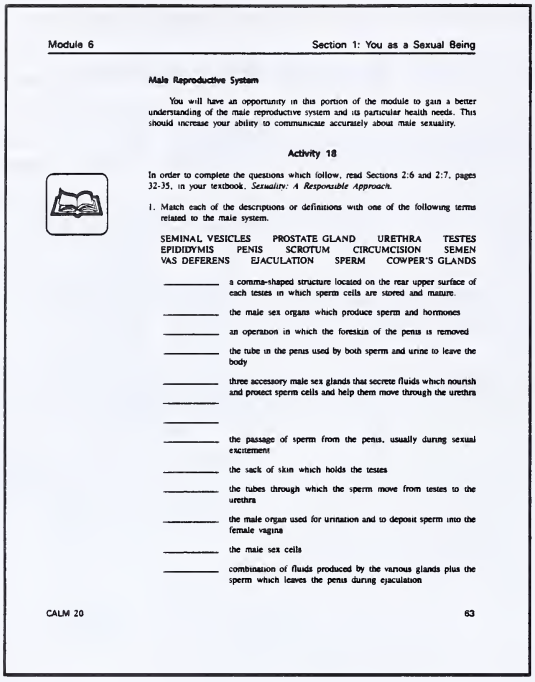
c. *Toxic Shock Syndrome*

Toxic Shock Syndrome is a disease caused by the growth of dangerous bacteria in the vagina. It is associated with certain brands of tampons. Symptoms may include high fever, headache, diarrhea, rash, vomiting, dizziness, or fainting. Avoidance of this condition involves alternating the use of tampons with sanitary napkins during menstruation (if one is a tampon user), and being aware of the symptoms of the condition. If symptoms appear, tampon use should be discontinued and medical care immediately sought.

d. *Vaginitis*

Vaginitis refers to any vaginal inflammation caused by infection, allergic reaction, estrogen deficiency, or chemical irritation. It is characterized by the overgrowth of natural bacteria in the vagina. Symptoms include irritation, itching, and odor. Medical treatment is usually prescribed.

2. *Females should begin breast examinations in early adolescence so that they will become familiar with the procedure, begin a lifelong testing habit, and come to recognize even small changes in their breasts.*



Module 6 Section 1: You as a Sexual Being

Male Reproductive System

You will have an opportunity in this portion of the module to gain a better understanding of the male reproductive system and its particular health needs. This should increase your ability to communicate accurately about male sexuality.

Activity 18

In order to complete the questions which follow, read Sections 2:6 and 2:7, pages 32-35, in your textbook, *Sexuality: A Responsible Approach.*

1. Match each of the descriptions or definitions with one of the following terms related to the male system.

SEMINAL VESICLES PROSTATE GLAND URETHRA TESTES
EPIDIDYMIS PENIS SCROTUM CIRCUMCISION SEMEN
VAS DEFERENS EJACULATION SPERM COWPER'S GLANDS

_____ a comma-shaped structure located on the rear upper surface of each testes in which sperm cells are stored and mature.

_____ the male sex organs which produce sperm and hormones

_____ an operation in which the foreskin of the penis is removed

_____ the tube in the penis used by both sperm and urine to leave the body

_____ three accessory male sex glands that secrete fluids which nourish and protect sperm cells and help them move through the urethra

_____

_____

_____ the passage of sperm from the penis, usually during sexual excitement

_____ the sack of skin which holds the testes

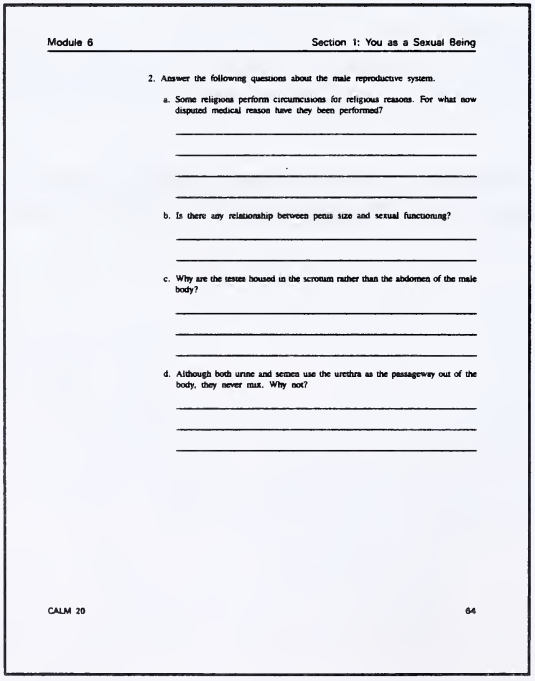
_____ the tubes through which the sperm move from testes to the urethra

_____ the male organ used for urination and to deposit sperm into the female vagina

_____ the male sex cells

_____ combination of fluids produced by the various glands plus the sperm which leaves the penis during ejaculation

CALM 20 63



Module 6 Section 1: You as a Sexual Being

2. Answer the following questions about the male reproductive system.

a. Some religions perform circumcisions for religious reasons. For what now disputed medical reason have they been performed?

b. Is there any relationship between penis size and sexual functioning?

c. Why are the testes housed in the scrotum rather than the abdomen of the male body?

d. Although both urine and semen use the urethra as the passageway out of the body, they never mix. Why not?

CALM 20 64

Section 1: Activity 18

Answers:

1.

epididymus or vas deferens — a comma-shaped structure located on the rear upper surface of each testis in which sperm cells are stored and mature

testicles — the male sex organs which produce sperm and hormones

circumcision — an operation in which the foreskin of the penis is removed

urethra — the tube in the penis used by both sperm and urine to leave the body

seminal vesicles *prostate gland* *Cowper's glands* — three accessory male sex glands that secrete fluids which nourish and protect sperm cells and help them move through the urethra

ejaculation — the passage of sperm from the penis, usually during sexual excitement

scrotum — the sack of skin which holds the testes

vas deferens — the tubes through which the sperm move from the testes to the urethra

penis — the male organ used for urination and to deposit sperm into the female vagina

sperm — the male sex cells

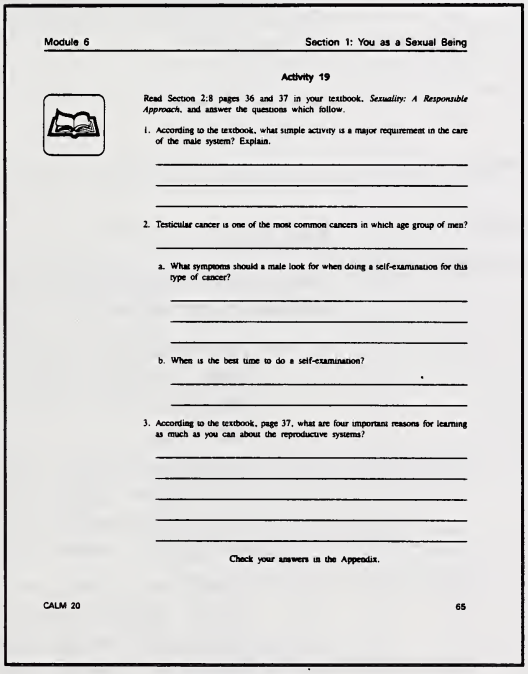
semen — combination of fluids produced by the various glands plus the sperm which leaves the penis during ejaculation

2. a. *While today there is no known medical reason for circumcision, at one time it was believed that it would help prevent cancer of the penis.*

   b. *There is no relationship between penis size and the ability to have or to enjoy sexual intercourse, or to cause pregnancy.*

   c. *Just before the birth of a male baby, the testes — which have formed in the abdomen — descend into the scrotum. This environment is cooler than the temperature inside the abdomen, and sperm cells in the testes are able to mature. Also, the scrotum may be descended away from or pulled up closer to the body, allowing scrotal temperature to be regulated.*

   d. *Urine and semen do not mix because special muscles called sphincters close off either the bladder or the tube leading from the seminal vesicles depending on whether the male is urinating or ejaculating.*



Module 6 — Section 1: You as a Sexual Being

Activity 19

Read Section 2:8 pages 36 and 37 in your textbook, *Sexuality: A Responsible Approach*, and answer the questions which follow.

1. According to the textbook, what simple activity is a major requirement in the care of the male system? Explain.

2. Testicular cancer is one of the most common cancers in which age group of men?

   a. What symptoms should a male look for when doing a self-examination for this type of cancer?

   b. When is the best time to do a self-examination?

3. According to the textbook, page 37, what are four important reasons for learning as much as you can about the reproductive systems?

Check your answers in the Appendix.

CALM 20 65

Section 1: Activity 19

Answers:

1. *Although simple, the most important health step a male can take with respect to the genitals is daily personal hygiene (washing) of the area.*

2. *Testicular cancer is one of the most common cancers in males aged fifteen to thirty-four.*

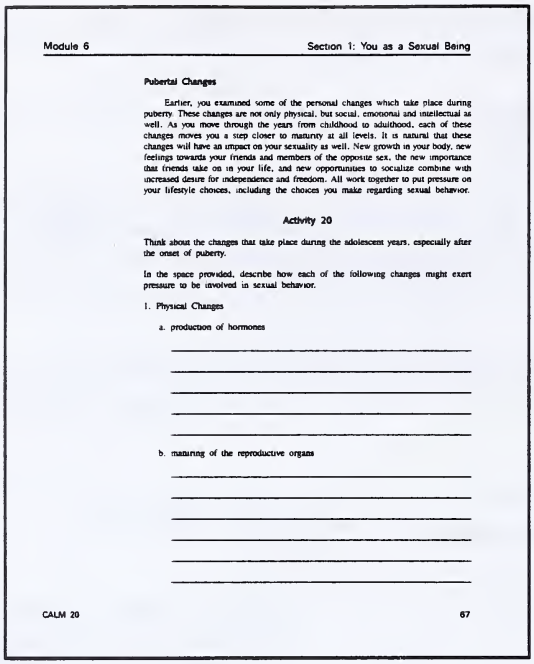
   a. *In doing a self-examination for testicular cancer, the symptoms a male should look for are*

      - *slight enlargement or lump*
      - *change in consistency (texture) in one testicle*
      - *dull ache in the lower abdomen*

   b. *The best time to do a self-examination is after a warm bath.*

3. *The four important reasons to study the reproductive systems are*

   - *to better understand conception, pregnancy and childbirth*
   - *to better understand of the effects of STD's*
   - *to have better mental, social, and physical well-being*
   - *to allow for better personal decision making about sexuality*



Module 6 Section 1: You as a Sexual Being

Pubertal Changes

Earlier, you examined some of the personal changes which take place during puberty. These changes are not only physical, but social, emotional and intellectual as well. As you move through the years from childhood to adulthood, each of these changes moves you a step closer to maturity at all levels. It is natural that these changes will have an impact on your sexuality as well. New growth in your body, new feelings towards your friends and members of the opposite sex, the new importance that friends take on in your life, and new opportunities to socialize combine with increased desire for independence and freedom. All work together to put pressure on your lifestyle choices, including the choices you make regarding sexual behavior.

Activity 20

Think about the changes that take place during the adolescent years, especially after the onset of puberty.

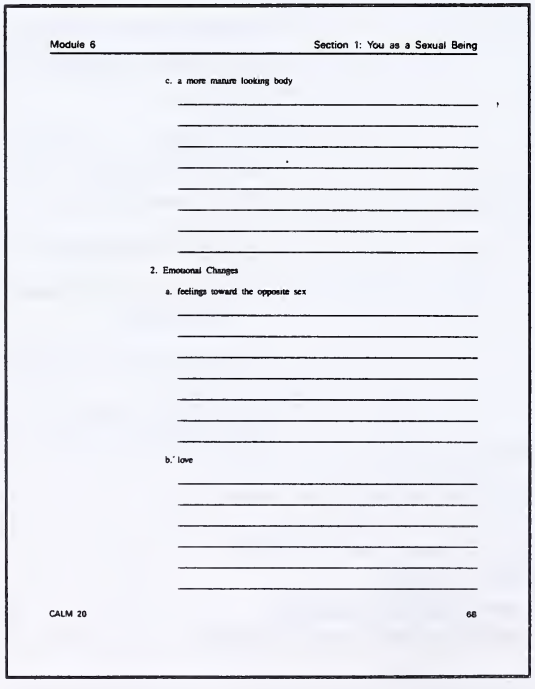
In the space provided, describe how each of the following changes might exert pressure to be involved in sexual behavior.

1. Physical Changes

a. production of hormones

b. maturing of the reproductive organs

CALM 20 67



Module 6 Section 1: You as a Sexual Being

c. a more mature looking body

2. Emotional Changes

a. feelings toward the opposite sex

b. love

CALM 20 68

Section 1: Activity 20

Comments:

Activity 20 discusses two aspects of sexuality: the changes that occur to all people during puberty, and the ways in which these changes might increase sexual pressures. This may be the first time that students have considered that the pressures to become involved in sexual behavior may come from specific internal and external sources.

Since the questions in this activity call for some speculation on the part of students, it may be advisable to take some time to discuss the range of answers and ideas that may arise.

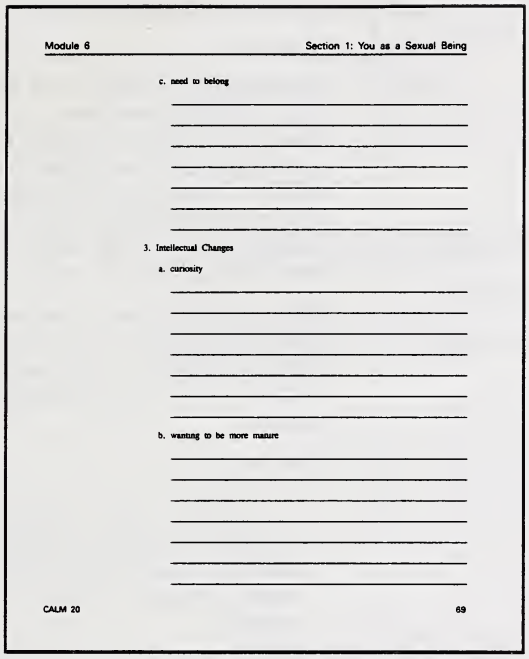
Answers:

Student answers may vary, but some possible answers might include the following:

1. a. *The production of hormones creates many changes within a person including the activation of sexual desire.*

   b. *As the reproductive organs mature, they become capable of intercourse, and also produce hormones that contribute to sexual drive or desire.*

   c. *Sometimes people who physically mature ahead of their peers and, therefore, have the appearance of being older than they really are, are subjected to pressures. These pressures may be natural for older people, but inappropriate for young — but older-looking — people. As well, persons who physically mature faster than their peers often find themselves in dating or social situations with older teens.*



Module 6 Section 1: You as a Sexual Being

c. need to belong

3. Intellectual Changes

a. curiosity

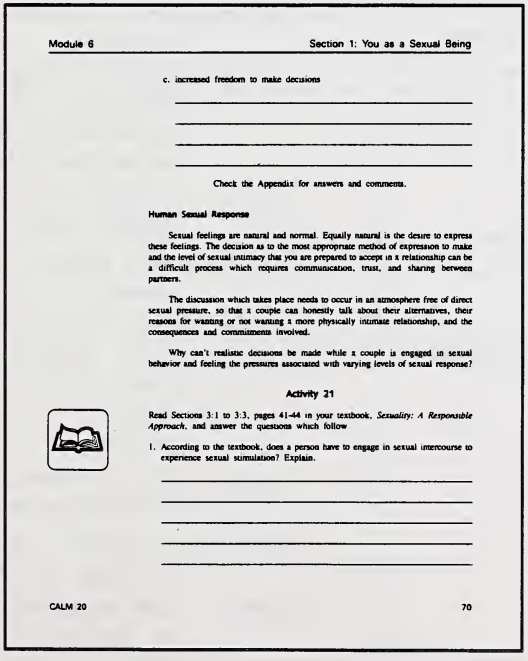
b. wanting to be more mature

CALM 20 69

2. a. *Being sexually attracted to the opposite sex (or the same sex in the case of homosexuality) is part of maturing emotionally. During puberty, members of the opposite sex are viewed differently than immediately prior to the onset of puberty.*

b. *Feelings of love (or infatuation) create a desire to be closer to the person towards whom the love is directed. Part of this desire to be closer may include wanting to display or to receive displays of physical affection.*

c. *In cases where a person's self-esteem is low, it is possible that in an attempt to feel a sense of belonging and acceptance, a person would decide to be involved sexually.*



Module 6 Section 1: You as a Sexual Being

c. increased freedom to make decisions

Check the Appendix for answers and comments.

Human Sexual Response

Sexual feelings are natural and normal. Equally natural is the desire to express these feelings. The decision as to the most appropriate method of expression to make and the level of sexual intimacy that you are prepared to accept in a relationship can be a difficult process which requires communication, trust, and sharing between partners.

The discussion which takes place needs to occur in an atmosphere free of direct sexual pressure, so that a couple can honestly talk about their alternatives, their reasons for wanting or not wanting a more physically intimate relationship, and the consequences and commitments involved.

Why can't realistic decisions be made while a couple is engaged in sexual behavior and feeling the pressures associated with varying levels of sexual response?

Activity 21

Read Sections 3:1 to 3:3, pages 41-44 in your textbook, *Sexuality: A Responsible Approach*, and answer the questions which follow

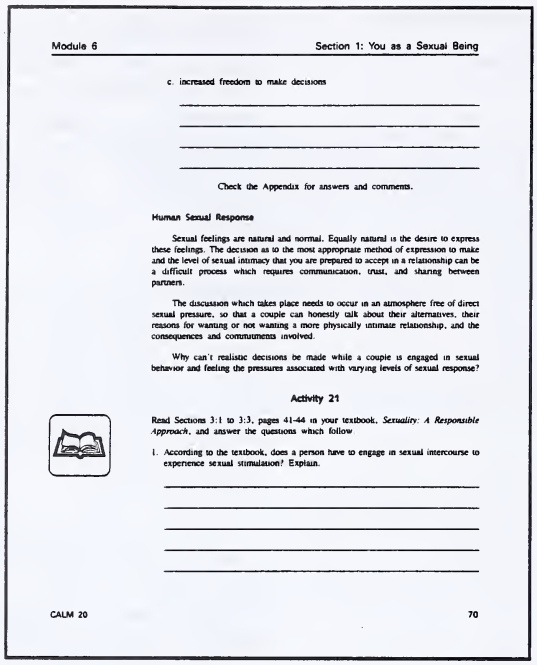
1. According to the textbook, does a person have to engage in sexual intercourse to experience sexual stimulation? Explain.

CALM 20 70

3. a. *With puberty comes new feelings and questions. Am I normal? Is it okay to feel this way? Curiosity is a strong motivator to experiment with new behaviors, including sexual behaviors.*

b. *During the early teen years, some people take on a number of new behaviors that they associate with being more adult. These behaviors might include smoking, drinking, driving, drug use, or sexual behaviors.*

c. *With adolescence comes new intellectual strengths and new decision-making desires and skills. Many teens have much more overall freedom to conduct their own lives, and this involves them in sexual decision making as well.*



Module 6 Section 1: You as a Sexual Being

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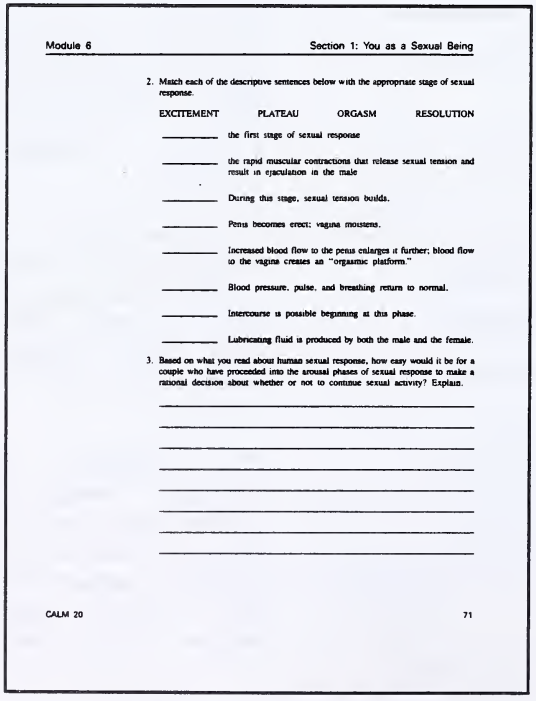


Module 6 Section 1: You as a Sexual Being

2. Match each of the descriptive sentences below with the appropriate stage of sexual response.

EXCITEMENT PLATEAU ORGASM RESOLUTION

_____ the first stage of sexual response

_____ the rapid muscular contractions that release sexual tension and result in ejaculation in the male

_____ During this stage, sexual tension builds.

_____ Penis becomes erect; vagina moistens.

_____ Increased blood flow to the penis enlarges it further; blood flow to the vagina creates an "orgasmic platform."

_____ Blood pressure, pulse, and breathing return to normal.

_____ Intercourse is possible beginning at this phase.

_____ Lubricating fluid is produced by both the male and the female.

3. Based on what you read about human sexual response, how easy would it be for a couple who have proceeded into the arousal phases of sexual response to make a rational decision about whether or not to continue sexual activity? Explain.

CALM 20 71

Section 1: Activity 21

Comments:

Although many students will have received some sexuality education in junior high school, it is unlikely that they will have had much opportunity to discuss human sexual response. While most of the answers to this activity may be found in the textbook, the learning facilitator may want to discuss the answers to questions 3 and 4.

The answers to these questions allows for expanded discussion of the importance of making decisions about levels of sexual intimacy prior to any involvement in sexual behavior.

Answers:

1. *A person may experience sexual stimulation through touching, kissing, reading about sexual information, or seeing someone to whom he or she is attracted.*

2. *excitement* the first stage of sexual response

   orgasmic consists of rapid muscular contractions that release sexual tension and result in ejaculation in the male

   plateau During this stage, sexual tension builds.

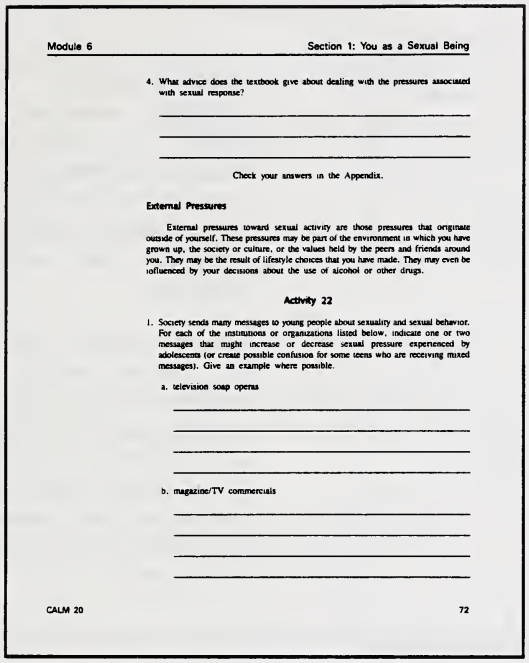
   excitement Penis becomes erect; vagina moistens.

   plateau Increased blood flow to the penis enlarges it further; blood flow to the vagina creates an *orgasmic platform.*

   resolution Blood pressure, pulse, and breathing return to normal.

   excitement Intercourse is possible beginning at this phase.

   plateau Lubricating fluid is produced by both the male and the female.



Module 6 Section 1: You as a Sexual Being

4. What advice does the textbook give about dealing with the pressures associated with sexual response?

Check your answers in the Appendix.

External Pressures

External pressures toward sexual activity are those pressures that originate outside of yourself. These pressures may be part of the environment in which you have grown up, the society or culture, or the values held by the peers and friends around you. They may be the result of lifestyle choices that you have made. They may even be influenced by your decisions about the use of alcohol or other drugs.

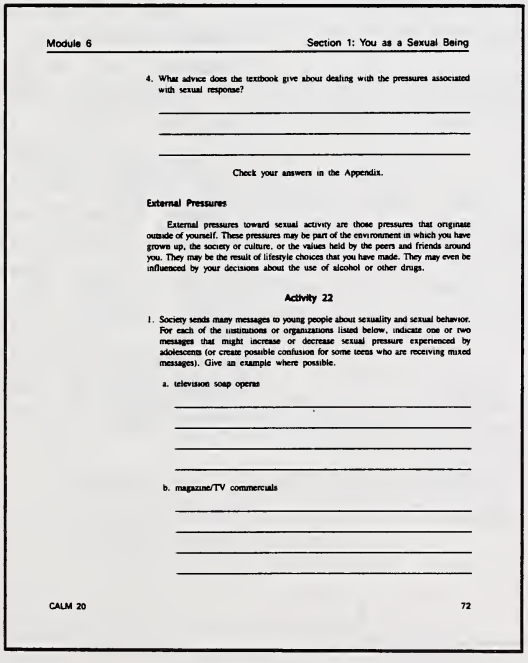
Activity 22

1. Society sends many messages to young people about sexuality and sexual behavior. For each of the institutions or organizations listed below, indicate one or two messages that might increase or decrease sexual pressure experienced by adolescents (or create possible confusion for some teens who are receiving mixed messages). Give an example where possible.

a. television soap operas

b. magazine/TV commercials

CALM 20 72



Module 6 Section 1: You as a Sexual Being

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b. magazine/TV commercials

CALM 20 72

3. *If a couple were moving through the stages of sexual excitement, it would, at each stage, become increasingly difficult to think rationally about decisions to be made considering the pros and cons of what they were doing.*
4. *According to the textbook, the reasons that it is better to make decisions about sexual behavior before the couple is into the stages of arousal are as follows:*
   - *There may be too much sexual tension once you move into the arousal stages.*
   - *Before you begin to move into sexual behavior, you can set the limits to prevent those activities which will lead to sexual excitement.*
   - *Ahead of time, you can decide where to go on dates or what situations you might avoid which would increase the likelihood of pressure or temptation to become involved sexually.*

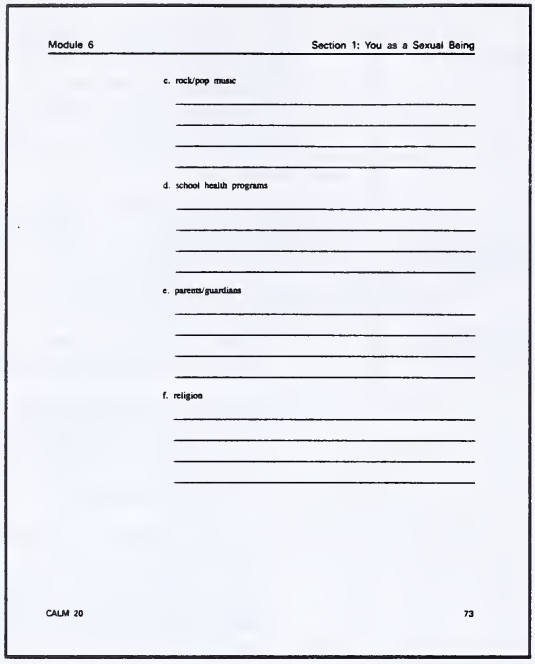
Section 1: Activity 22

Comments:

Having considered some internal pressures, students now look at some of the external pressures which affect sexual behavior.

This activity is designed for class discussion; questions 1 and 2 may be done in large or small groups.

Although the topic of responding to *pressure lines* will be covered again in Section 2, the learning facilitator may want to expand question 2b to include responses to common lines.



Module 6 Section 1: You as a Sexual Being

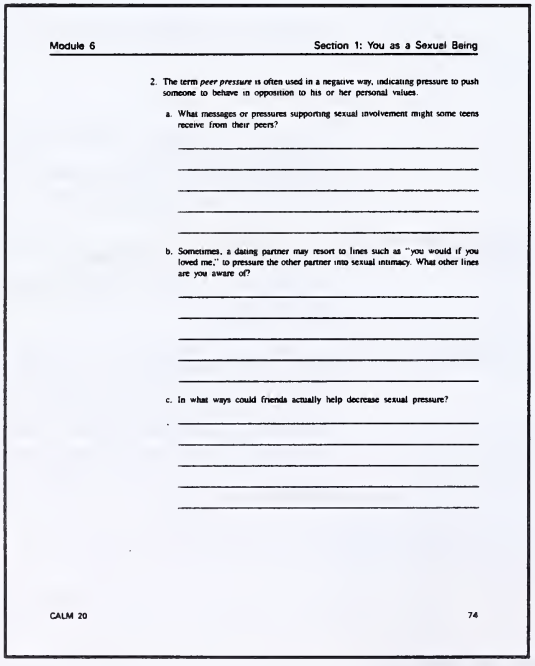
c. rock/pop music

d. school health programs

e. parents/guardians

f. religion

CALM 20 73



Module 6 Section 1: You as a Sexual Being

2. The term *peer pressure* is often used in a negative way, indicating pressure to push someone to behave in opposition to his or her personal values.

a. What messages or pressures supporting sexual involvement might some teens receive from their peers?

b. Sometimes, a dating partner may resort to lines such as "you would if you loved me," to pressure the other partner into sexual intimacy. What other lines are you aware of?

c. In what ways could friends actually help decrease sexual pressure?

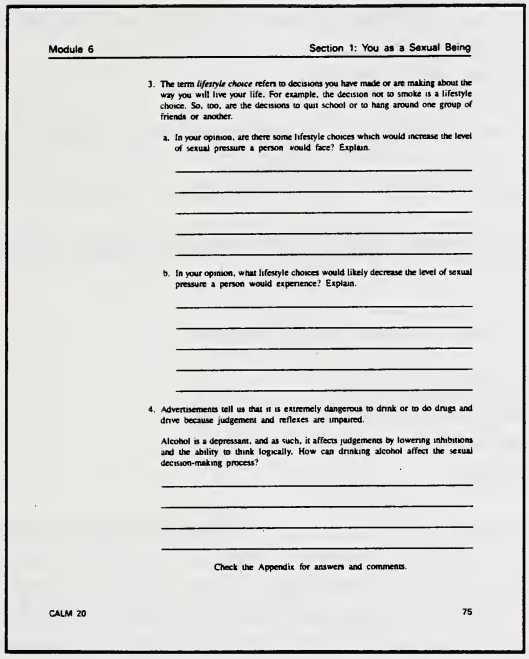
CALM 20 74

Answers:

1. a. *Soap operas often show a variety of sexual behaviors which may encourage casual sex, extramarital affairs, and regular changing of relationship partners. Recently, some soap operas have been promoting safer sexual practices in the dialogues and actions of the characters.*

   b. *As you learned in other modules of this course, and in one of the assignments completed earlier in this section, many advertisements use sex as a method of selling products. Some impressionable people might get the idea that a sexual come-on is an appropriate method of dealing with others.*

   c. *The lyrics of some popular songs seem to send messages about sexual behaviors that may be contrary to the traditional values of some families. This is not a new phenomenon. Recorded music as far back as the 1920's was seen to contain messages about sexuality that were contrary to the norms of the day. As well, there are groups whose songs do centre on self-respect and respect for others, so a generalization about external sexual pressures exerted by "all popular music" is likely unfair.*



Module 6 Section 1: You as a Sexual Being

3. The term *lifestyle choice* refers to decisions you have made or are making about the way you will live your life. For example, the decision not to smoke is a lifestyle choice. So, too, are the decisions to quit school or to hang around one group of friends or another.

a. In your opinion, are there some lifestyle choices which would increase the level of sexual pressure a person would face? Explain.

b. In your opinion, what lifestyle choices would likely decrease the level of sexual pressure a person would experience? Explain.

4. Advertisements tell us that it is extremely dangerous to drink or to do drugs and drive because judgement and reflexes are impaired.

Alcohol is a depressant, and as such, it affects judgements by lowering inhibitions and the ability to think logically. How can drinking alcohol affect the sexual decision-making process?

Check the Appendix for answers and comments.

CALM 20 75

d. *School health programs are based on accurate knowledge and the processing of that knowledge so that students can fit it into their family and personal value systems. However, there are segments of the population who feel that the discussion of sexuality in classrooms is not acceptable, since the values being presented may be contrary to family values.*

e. *Parents and guardians can be among the best senders of information about sexuality and values. Discussion between parents and children is vital for this method to work, and it is equally important that the behaviors of the parents match the verbal messages that are being sent.*

f. *Religion provides a value system against which people can compare the sexual messages they are receiving from other sources as they make personal decisions about their own behaviors.*

2. a. *Peers and friends can do much to both decrease and increase the level of sexual pressure that a person faces. For example, the peer group might send messages such as these:*

- *"Everybody else has done it!"*
- *"That's what girls/guys really want."*
- *"My parents are away this weekend. Why not come over?"*

c. *However, the peer group can be equally supportive of a decision not to be involved sexually through messages such as these:*

- *"We like you just the way you are."*
- *"The guy/girl is just trying to use you. Watch out!"*
- *"Hey, you don't have to prove anything."*

Having friends around can also decrease the pressures that come from spending time alone in isolated situations, a potentially dangerous habit — especially when dating people that you don't know that well.

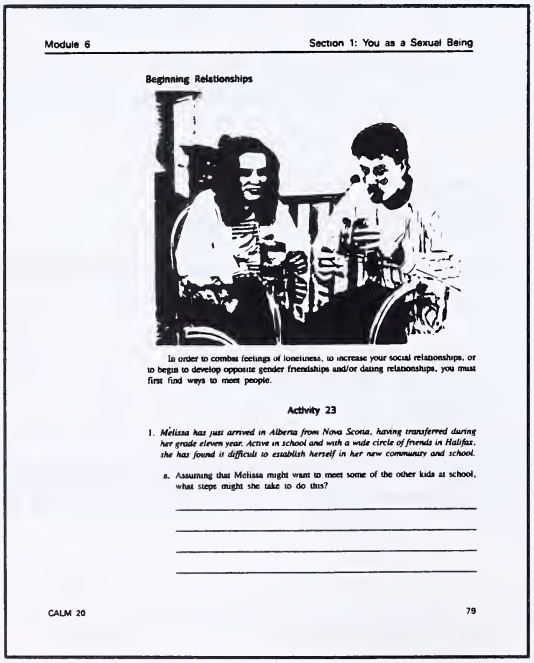
3. a. *Lifestyle choices that might increase the level of sexual pressure on a person are*

   - *choosing to use alcohol or drugs while dating*
   - *choosing to date one person exclusively, and to avoid places where other people gather*
   - *choosing to include fairly intense levels of sexual behavior as a normal part of dating*
   - *going out only with older people whose levels of past sexual involvement may have been more intense than one's own*

   b. *These types of lifestyle choices may decrease sexual pressures:*

   - *group dating as a regular personal practice*
   - *selecting dating locations that are more public*
   - *setting personal limits on behavior*
   - *working to build personal esteem*

4. *A great many young people, when discussing with parents or school counsellors concerns about behaviors, possible pregnancy, or sexually transmitted diseases, indicate that their first experiences, or all their experiences with sex, have taken place while they were under the influence of alcohol or other drugs. Decision making and limit setting are impaired in the same way that driving is impaired in those circumstances. The campaign, "Don't Drink and Drive," might just as easily be "Don't Drink and Make Sexual Decisions."*



Module 6 Section 1: You as a Sexual Being

Beginning Relationships

In order to combat feelings of loneliness, to increase your social relationships, or to begin to develop opposite gender friendships and/or dating relationships, you must first find ways to meet people.

Activity 23

1. *Melissa has just arrived in Alberta from Nova Scotia, having transferred during her grade eleven year. Active in school and with a wide circle of friends in Halifax, she has found it difficult to establish herself in her new community and school.*

   a. Assuming that Melissa might want to meet some of the other kids at school, what steps might she take to do this?

CALM 20 79

Section 1: Activity 23

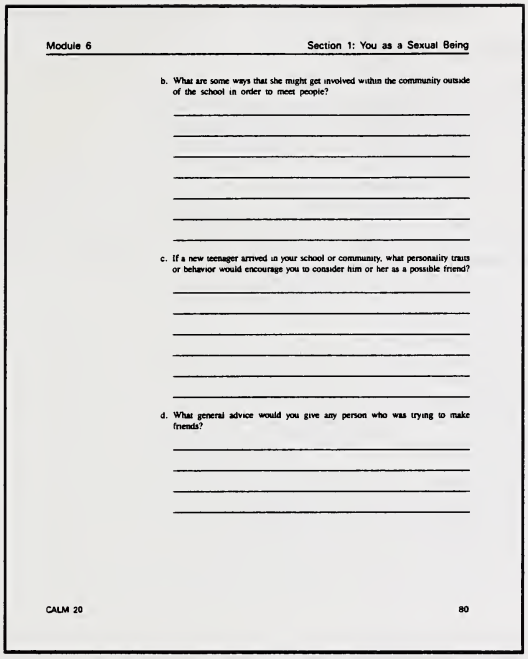
Comments:

As students complete this activity, the learning facilitator might expand answers given by asking questions such as these:

"How friendly is our school?"
"How might this school be even more open and accepting of new students?"
"How friendly is this community?"
"What organizations exist to help newcomers feel more welcome here?"

Questions 3 and 4 are considered more personal; however, the learning facilitator might encourage a discussion about dating relationships by discussing these questions:

"What characteristics do you look for in someone you might date?"
"Are there differences between what females consider positive characteristics and what males consider positive characteristics?"



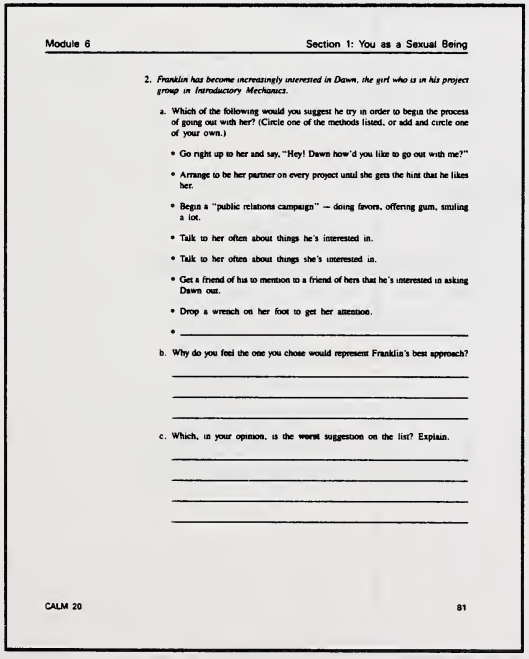
Module 6 Section 1: You as a Sexual Being

b. What are some ways that she might get involved within the community outside of the school in order to meet people?

c. If a new teenager arrived in your school or community, what personality traits or behavior would encourage you to consider him or her as a possible friend?

d. What general advice would you give any person who was trying to make friends?

CALM 20 80



Module 6 Section 1: You as a Sexual Being

2. *Franklin has become increasingly interested in Dawn, the girl who is in his project group in Introductory Mechanics.*

a. Which of the following would you suggest he try in order to begin the process of going out with her? (Circle one of the methods listed, or add and circle one of your own.)

- Go right up to her and say, "Hey! Dawn how'd you like to go out with me?"
- Arrange to be her partner on every project until she gets the hint that he likes her.
- Begin a "public relations campaign" — doing favors, offering gum, smiling a lot.
- Talk to her often about things he's interested in.
- Talk to her often about things she's interested in.
- Get a friend of his to mention to a friend of hers that he's interested in asking Dawn out.
- Drop a wrench on her foot to get her attention.
- _____

b. Why do you feel the one you chose would represent Franklin's best approach?

c. Which, in your opinion, is the worst suggestion on the list? Explain.

CALM 20 81

Answers:

1. a. *Making friends in a new school is never an easy thing to do, but in order to meet others, it might help to*

   - *be friendly and outgoing*
   - *join clubs or athletic activities in which you were previously involved in your last school*
   - *spend some time observing the various groups and individuals within the new school to get a sense of what types of friends might be possible*
   - *ask about peer support or student council members who might be willing to show you around*

   b. *Outside of school, local teen groups, churches, part-time jobs, evening athletic programs, or clubs such as 4-H might provide a way of meeting new people.*

2. a., b., and c.

   The methods that individuals use to meet and attract others are as diverse and unique as the individuals themselves. One person's best method may not work well at all for someone else.

   d. *Once a couple is in a relationship, the factors that are most likely to support its continuation are*

   - *intimacy (as defined/described earlier in Section 1)*
   - *similar interests and values*
   - *acceptance by other friends and family*
   - *mutual respect*

d. If they do start dating, what factors about the relationship will most likely work to keep the relationship satisfying to them both?

Answer either question 3 or 4, depending on which question is most appropriate to your situation.

3. If you are presently in a dating relationship,

a. how did you first meet?

b. what positive qualities of your relationship have made it successful?

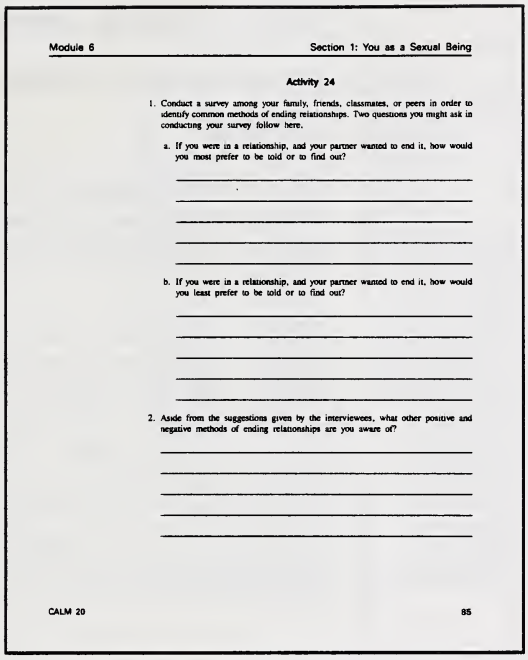
4. If you are not presently in a dating relationship,

a. what qualities are you looking for in a person you might want to date?

b. If you did start dating someone, what would be your expectations regarding the attitudes, values, and interests necessary to maintain the relationship?

Check the Appendix for answers and comments.

Ending Relationships



Module 6 Section 1: You as a Sexual Being

Activity 24

1. Conduct a survey among your family, friends, classmates, or peers in order to identify common methods of ending relationships. Two questions you might ask in conducting your survey follow here.

   a. If you were in a relationship, and your partner wanted to end it, how would you most prefer to be told or to find out?

   b. If you were in a relationship, and your partner wanted to end it, how would you least prefer to be told or to find out?

2. Aside from the suggestions given by the interviewees, what other positive and negative methods of ending relationships are you aware of?

CALM 20 85

Section 1: Activity 24

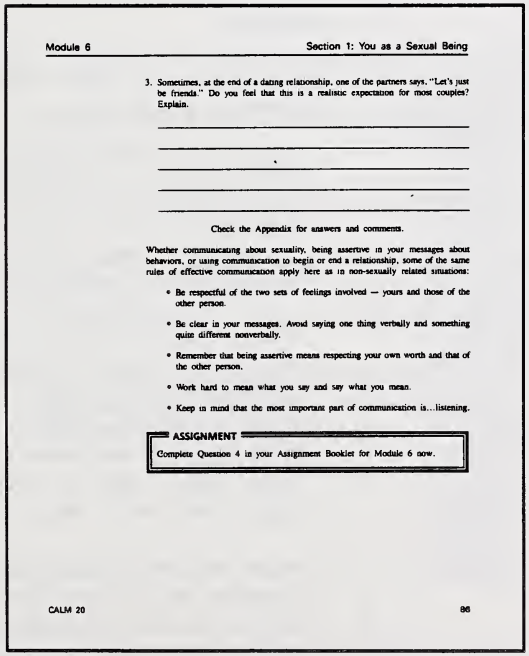
Comments:

This activity encourages students to survey others regarding the difficulties experienced in ending relationships.

Students should be encouraged to share the results of their surveys and to enter a group discussion about positive and negative ways of ending relationships and of dealing with the feelings after a relationship ends.

The group will likely come to conclusions such as these:

- The ending of a relationship is seldom easy or without some pain.



Module 6 Section 1: You as a Sexual Being

3. Sometimes, at the end of a dating relationship, one of the partners says, "Let's just be friends." Do you feel that this is a realistic expectation for most couples? Explain.

Check the Appendix for answers and comments.

Whether communicating about sexuality, being assertive in your messages about behaviors, or using communication to begin or end a relationship, some of the same rules of effective communication apply here as in non-sexually related situations:

- Be respectful of the two sets of feelings involved — yours and those of the other person.
- Be clear in your messages. Avoid saying one thing verbally and something quite different nonverbally.
- Remember that being assertive means respecting your own worth and that of the other person.
- Work hard to mean what you say and say what you mean.
- Keep in mind that the most important part of communication is...listening.

ASSIGNMENT

Complete Question 4 in your Assignment Booklet for Module 6 now.

CALM 20 86

- Some relationships seem to gradually end as one or both partners lose interest or change as individuals. Others end quickly after a loss of trust or major disagreement; sometimes one or the other realizes that the relationship was a mistake or based on false images of the other person.

Module 6 Section 1: You as a Sexual Being

Follow-up Activities

If you had difficulty understanding various concepts and the Activities in this section you should do the Extra Help activity. If the section was particularly interesting, you may want to do the Enrichment activities.

Extra Help: Fear of Intimacy

This article was originally published in Glamour.

Fear of Intimacy

Why you can't let yourself go and what you can do about it

By Jane Burka, Ph.D., and Lenora Yuen, Ph.D.

Do you feel that getting close to other people will make you too close? Whether it's a lover or an office colleague, are you often concerned about becoming too personal or attached?

People who prefer to "keep their distance" from others often fear that someone might be crowding them, tugging at them, demanding of them. Some go through life with their own built-in radar system, scanning for signals that someone might be moving in. If someone is, they rapidly retreat.

The retreat can be physical, such as leaving a job or moving to a new town to avoid the pressures of intimacy with colleagues or neighbors. Sometimes it's emotional: holding back or withdrawing in a relationship when there seem to be too many demands.

Most such people are aware of their reluctance to get close to others. Ironically, what they often don't realize is how much they long for the very closeness they avoid. Some people want intimacy so much that they feel frightened by the intensity of their longing, so they block out these feelings. They convince themselves that relationships are a waste of time, that there are more important things to do in life than develop personal bonds with others.

Why is intimacy frightening? There are several themes expressed by people who avoid mutuality in relationships. Most obvious is the apprehension: "If I were someone else, will he or she want me?" They fear that if they were to acknowledge their desire for closeness — first to themselves and then to another person — they might be rejected or worse, their desire might drive the other person away. They would then be left hanging, alone with their unrequited love.

"I'd much rather wait for people to come to me," explains Tony, a twenty-six-year-old truck driver. "I don't like going after people, especially women, because when they turn me down I feel terrible. It's as if I had a big hole right in the middle of my body, like nothing's there anymore. When Tony is rejected, he feels more than the usual disappointment and wounded pride. When he reaches out toward another person, he's extending himself, and if he's refused, he feels that he has lost a vital part of who he is.

Other people fear if they let themselves develop a close relationship, they might discover how emotionally needy they really are. By opening up their own Pandora's box, as they see it, they fear they'd never be free of that emotional longing again.

One of the reasons that these people are so frightened by their need is that, deep down, they're hoping for the perfect relationship with a mate who will unconditionally accept every facet of their behavior. At the same time, however, they realize that such complete and total acceptance is impossible. So, rather than face the disappointment of imperfect relationships, they avoid them altogether.

A related fear is the worry that once established, a close relationship would become so important, so essential, that they could no longer live without it. "What if I get close to a man and then we had a big fight? Or get divorced? Or worst of all, what if he died?" says an apprehensive Marguerite. "I don't know if I could stand being separated from him after we'd become a part of each other." The thought of losing a person important to her is so painful to contemplate that Marguerite decided she'd never let anyone matter that much.

At their core, all of these fears arise from the feeling that dependency is dangerous. So what we often see in people who avoid intimate relationships is behavior to the other extreme: pronouncements of "independence."

CALM 20 87

Module 6 Section 1: You as a Sexual Being

Some people postpone getting involved with others because they've witnessed firsthand the kind of trouble a can being. Perhaps they've seen relationships they thought were destructive to the people in them, and decided to learn from the mistakes of others. Or maybe they've been badly hurt, and have vowed never to be so vulnerable again.

If as a child you had to stand by helplessly as your parents criticized, abandoned, ignored or otherwise hurt each other, you may have concluded that settling down with someone is just asking for trouble. So you delay participating in activities that might lead to a more intimate involvement. Perhaps you maintain several superficial relationships, never allowing them to evolve into the kind of "dangerous" coupling you're trying to avoid.

Or consider the case of Dorothy, who has recently married. Although her new mother-in-law seems nice and makes numerous, friendly overtures toward her, Dorothy puts off returning her phone calls, accepting invitations to dinner, or sending gifts for special occasions. "I'd like to feel closer to her," says Dorothy, "and I know my husband would like that, too. But I get so apprehensive at the thought of her becoming a part of my life that I freeze up."

Dorothy has a good idea about the cause of her concern. Her relationship with her own mother had been riddled with conflict and hostility. They fought about everything, from the way Dorothy dressed to the boys she dated, to the right way to scramble eggs. "No matter what I did, my mother attacked me for it and used it as evidence of what a degenerate person I was," reflects Dorothy.

Further, her mother's relationship with her mother-in-law had been competitive and antagonistic. "They were always arguing about the right way to raise children or run the household," says Dorothy. "...and each of them wanted the rest of the family to take sides in the battle. People were pitted against each other all the time, and I think that's what eventually led to my parents divorce. It was a real mess."

Thus, to Dorothy, a close involvement with her mother-in-law might threaten the precious harmony of her marriage. She fears an instant replay of her relationship with her mother.

Similarly, some people may postpone the decision to have children for fear that, once they become parents, they'll abruptly become replicas of their own mothers or fathers, adopting both the qualities they admire and the characteristics they deplore. One woman who comes from a large family watched her mother's mental health deteriorate with the arrival of each new child, and concluded that there was a connection between having children and staying sane. She fears being socially involved since it could possibly lead to meeting and marrying a man and then having children, which could bring on emotional problems. Because she's convinced that parenthood will make her like her mother, she has paid the price of loneliness.

The fear of attachment is not confined to family or romantic relationships. Some people believe that all relationships will drain them. They're afraid that others will never be satisfied, demanding more and more, eventually depleting everything a person can offer.

Janice, for example, is a lab technician who realized after five years that she is in the wrong job. But as much as she wants to make a career change, she has never tried. In discussing her inability to look for another job, she explains her theories about working with people: "If you're in a job where you work with a lot of people, they want to expect things from you. They want to get to know you, find out about your life, go out after work. They want to meet your family, see how you live. Next thing you know, they'll be asking to borrow money, and telling you all about their troubles. If I worked in a place like that, I'd be aggravated all the time. At least in this job, they're not always coming to me with their problems. Sometimes they go out together for drinks after work. They used to ask me to come along, but I'd never go, so now they pretty much leave me alone and that's fine with me."

People like Janice appear to live in splendid isolation. They don't need anybody, and nobody needs them. They're usually aware of their view that people are too demanding or intrusive. But they're often less aware of their own inability to refuse intrusions or to simply say "No." They can't count on themselves to be able to draw the line once they start to feel drained. "If I ever get somebody over for dinner," said Janice, "he'll stay all night, I'd never get him to leave, and then how could I live my own life?" Since Janice doesn't set any limits, it's up to the other person to establish them — which leaves Janice feeling overwhelmed.

For some people, self-reliance seems the only way to keep their neediness from being taken over. Anne remembers that as a child she'd once announced to her family that she wanted to take piano lessons. Suddenly, she found herself enrolled in not only piano lessons, but also sight-reading and music composition classes. She was flooded with books on music, classical records and posters of famous pianists. Everyone Anne knew was invited to her first piano recital.

CALM 20 88

Section 1: Follow-up Activities

Extra Help: Fear of Intimacy

Comments:

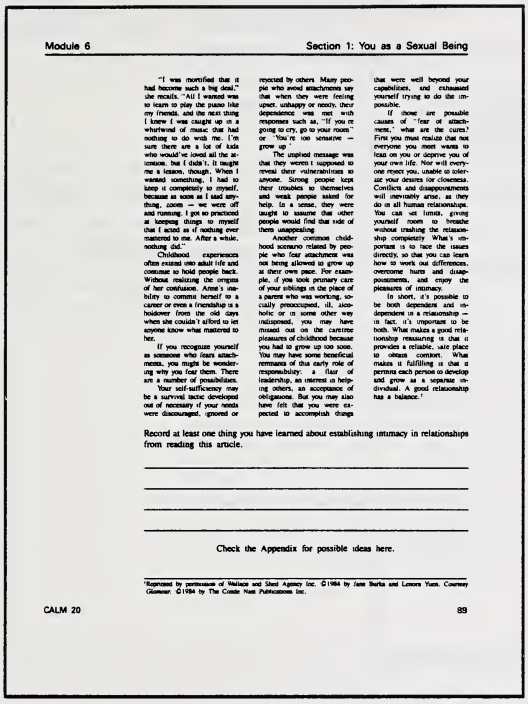
This article is potentially very sensitive in nature. Student may have experienced or may be experiencing many of the emotions described.

While students may want to ponder the article privately, some debriefing of the exercise may be desirable in the form of general discussion. The excerpt from the *Velveteen Rabbit* found in Module 2: Section 1: Enrichment 2, and the reading entitled *Living with a 40 Proof Parent* from Module 2: Section 2: Special Relationship Concerns, tie in with several of the messages found in the article *Fear of Intimacy.*

Answers:

Most persons who avoid intimacy fear that dependency is dangerous.

- *People often fear the possibility that they may reveal their need for emotional closeness only to be rejected. They may fear that the strength of their need would be a turn-off to another person.*
- *A fear of intimacy can develop because a person realizes how strong his or her need for intimacy really is. These strong feelings may be frightening. Persons may therefore reject the whole importance of their need. People may refuse to acknowledge or explore their strong needs.*
- *People may fear becoming too emotionally dependent on a relationship because they fear the possibility of losing a person who could come to mean that much to them.*



Module 6 Section 1: You as a Sexual Being

"I was mortified that it had become such a big deal," she recalls. "All I wanted was to learn to play the piano like my friends, and the next thing I knew I was caught up in a whirlwind of music that had nothing to do with me. I'm sure there are a lot of kids who would've loved all the attention, but I didn't. It taught me a lesson, though. When I wanted something, I had to keep it completely to myself, because as soon as I said anything, zoom — we were off and running. I got so practiced at keeping things to myself that I acted as if nothing ever mattered to me. After a while, nothing did."

Childhood experiences often existed into adult life and continue to hold people back. Without realizing the origins of her confusion, Anne's inability to commit herself to a career or even a friendship is a holdover from the old days when she couldn't afford to let anyone know what mattered to her.

If you recognize yourself as someone who fears attachments, you might be wondering why you fear them. There are a number of possibilities.

Your self-sufficiency may be a survival tactic developed out of necessity if your needs were discouraged, ignored or rejected by others. Many people who avoid attachments say that when they were feeling upset, unhappy or needy, their dependence was met with responses such as, "If you're going to cry, go to your room" or "You're too sensitive — grow up."

The implied message was that they weren't supposed to reveal their vulnerabilities to anyone. Strong people keep their troubles to themselves and weak people asked for help. In a sense, they were taught to assume that other people would find that side of them unappealing.

Another common childhood scenario related by people who fear attachment was not being allowed to grow up at their own pace. For example, if you took primary care of your siblings in the place of a parent who was working, socially preoccupied, ill, alcoholic or in some other way indisposed, you may have missed out on the carefree pleasures of childhood because you had to grow up too soon. You may have some beneficial remnants of this early role of responsibility: a flair of leadership, an interest in helping others, an acceptance of obligations. But you may also have felt that you were expected to accomplish things that were well beyond your capabilities, and exhausted yourself trying to do the impossible.

If these are possible causes of "fear of attachment," what are the cures? First you must realize that not everyone you meet wants to lean on you or deprive you of your own life. Nor will everyone reject you, unable to tolerate your desires for closeness. Conflicts and disappointments will inevitably arise, as they do in all human relationships. You can set limits, giving yourself room to breathe without trashing the relationship completely. What's important is to face the issues directly, so that you can learn how to work out differences, overcome hurts and disappointments, and enjoy the pleasures of intimacy.

In short, it's possible to be both dependent and independent in a relationship — in fact, it's important to be both. What makes a good relationship reassuring is that it provides a reliable, safe place to obtain comfort. What makes it fulfilling is that it permits each person to develop and grow as a separate individual. A good relationship has a balance.†

Record at least one thing you have learned about establishing intimacy in relationships from reading this article.

Check the Appendix for possible ideas here.

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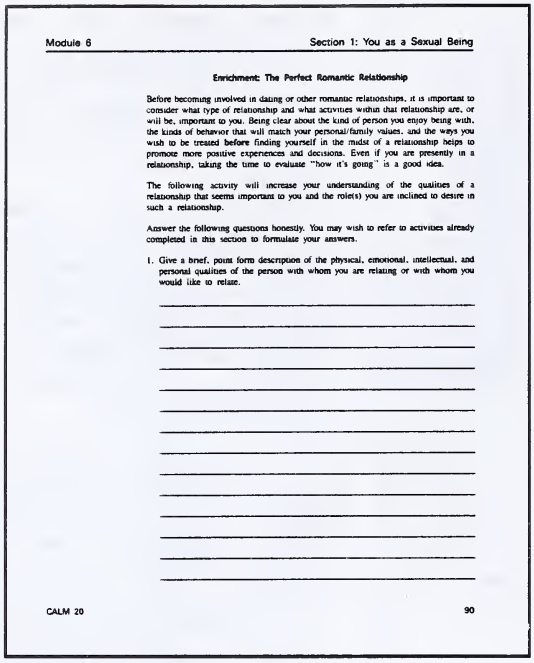
CALM 20 89

- *Some people have seen troubled relationships where people have suffered emotional hurt. This makes them cautious about other intimate relationships in which they see the potential for a replay of these problems.*
- *Some people see all relationships as potentially emotionally draining. They are afraid that they won't be able to put limits on this call for their emotional support if they allow closeness. For some people, a retreat from relationships seems to be the only real way to prevent others from directing their life.*
- *A person may have been criticized as a child for showing emotional need and may have decided not to show this side of his or her personality. A person may, as a child, have had to take on adult family roles that didn't allow dependency needs to be normally expressed and experienced. This is common in families touched by parental alcoholism, for example.*

The realizations one must come to in order to combat these fears include ones like these:

- You must come to realize that not everyone you meet wants to lean on you nor deprive you of your independence.
- Nor will everyone reject you when you express a desire for closeness.
- Problems and conflicts naturally arise in all relationships and can be worked through without destroying the relationship. A person must learn how to work out differences and overcome hurts and disappointments while still enjoying the pleasures of an intimate relationship.
- You can obtain balance in a relationship. You can set limits and give yourself room to breathe in relationships, and can create a relationship which provides a safe, reliable place to obtain comfort while still permitting you to grow as an individual.



Module 6 Section 1: You as a Sexual Being

Enrichment: The Perfect Romantic Relationship

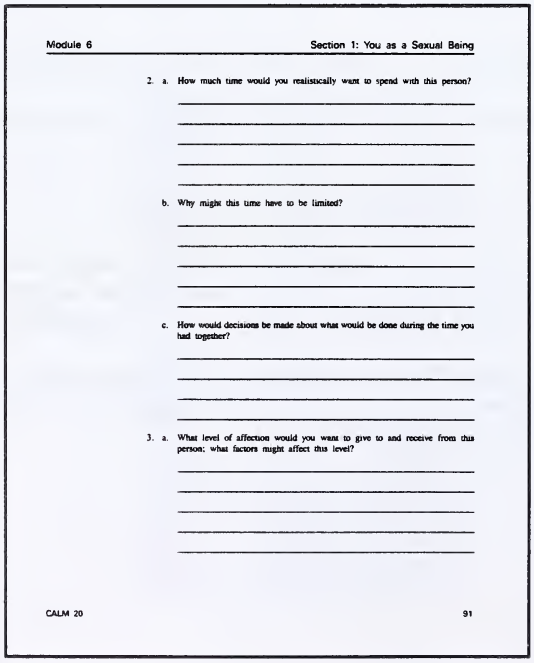
Before becoming involved in dating or other romantic relationships, it is important to consider what type of relationship and what activities within that relationship are, or will be, important to you. Being clear about the kind of person you enjoy being with, the kinds of behavior that will match your personal/family values, and the ways you wish to be treated before finding yourself in the midst of a relationship helps to promote more positive experiences and decisions. Even if you are presently in a relationship, taking the time to evaluate "how it's going" is a good idea.

The following activity will increase your understanding of the qualities of a relationship that seems important to you and the role(s) you are inclined to desire in such a relationship.

Answer the following questions honestly. You may wish to refer to activities already completed in this section to formulate your answers.

1. Give a brief, point form description of the physical, emotional, intellectual, and personal qualities of the person with whom you are relating or with whom you would like to relate.

CALM 20 90



Module 6 Section 1: You as a Sexual Being

2. a. How much time would you realistically want to spend with this person?

b. Why might this time have to be limited?

c. How would decisions be made about what would be done during the time you had together?

3. a. What level of affection would you want to give to and receive from this person; what factors might affect this level?

CALM 20 91

Enrichment: The Perfect Romantic Relationship

Comments:

This is intended as a personal awareness activity, and while students may be encouraged to share their ideas and answers with parents, guardians, or significant others, they may retain the *right to pass* with respect to classroom use of its contents.

b. How do you feel about displays of affection in public (school, theatres, on the street, etc.)?

c. What would you do if your partner wanted more or less affection than you were prepared to give or accept?

4. a. How exclusive would you want the relationship to be? Would you both date other people, for example?

b. How free would you each be to have other friends of either gender?

c. How important would it be that he/she be friends with your other friends?

d. How involved would you want to be with each other's families?

5. a. Consider the role of sex in the relationship. What is your initial reaction to including sex in a relationship? Explain.

b. If your personal decision was not to include sex in a relationship, to be abstinent, how could you communicate this to your partner?

c. If, as a couple, a decision were made to include sex in the relationship, what steps should coming to this decision have included?

6. In your opinion, what are the most important qualities of a positive relationship?

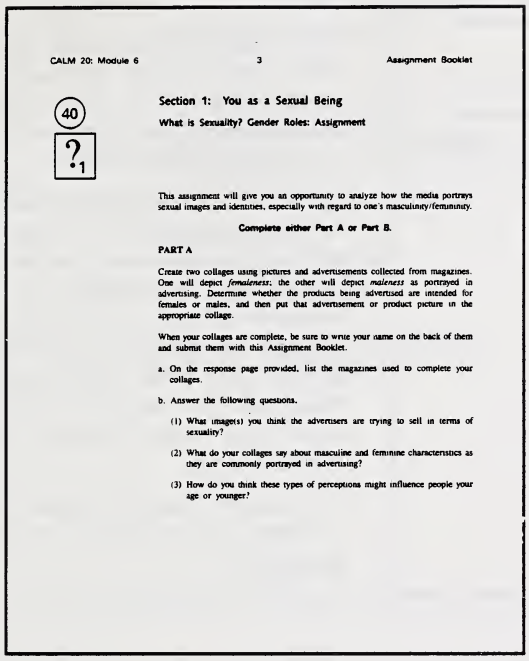
7. You have been answering questions about developing a perfect relationship, but relationships are seldom perfect. What are your responsibilities in making sure that your relationships are as positive as possible? List three responsibilities.

8. Write a classified advertisement for a desired relationship partner. Include information on attitudes, personality and any other qualities you feel are important.

WANTED: _____

See Appendix for comments on this activity.

Teacher-Assessed Assignments



CALM 20: Module 6 3 Assignment Booklet

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Section 1: You as a Sexual Being

What is Sexuality? Gender Roles: Assignment

This assignment will give you an opportunity to analyze how the media portrays sexual images and identities, especially with regard to one's masculinity/femininity.

Complete either Part A or Part B.

PART A

Create two collages using pictures and advertisements collected from magazines. One will depict *femaleness*; the other will depict *maleness* as portrayed in advertising. Determine whether the products being advertised are intended for females or males, and then put that advertisement or product picture in the appropriate collage.

When your collages are complete, be sure to write your name on the back of them and submit them with this Assignment Booklet.

a. On the response page provided, list the magazines used to complete your collages.

b. Answer the following questions.

(1) What image(s) you think the advertisers are trying to sell in terms of sexuality?

(2) What do your collages say about masculine and feminine characteristics as they are commonly portrayed in advertising?

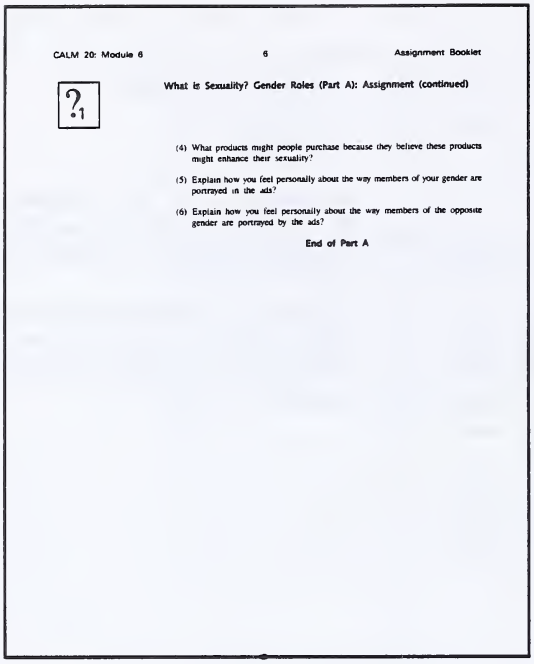
(3) How do you think these types of perceptions might influence people your age or younger?

Section 1: Question 1

Comments:

Student choice in this assignment provides the opportunity for the tactile or artistic student to work on a creative project.

This activity provides learning facilitators an opportunity to determine the level of student understanding regarding sexuality and gender issues.



CALM 20: Module 6 6 Assignment Booklet

What is Sexuality? Gender Roles (Part A): Assignment (continued)

(4) What products might people purchase because they believe these products might enhance their sexuality?

(5) Explain how you feel personally about the way members of your gender are portrayed in the ads?

(6) Explain how you feel personally about the way members of the opposite gender are portrayed by the ads?

End of Part A

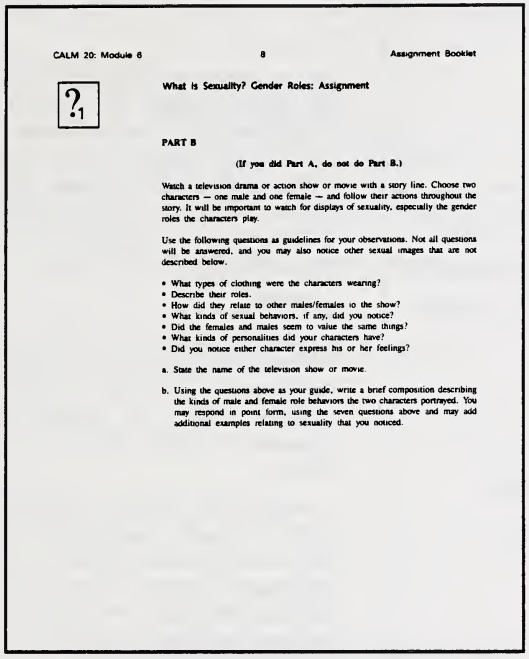
Answers:

Part A:

While student answers will vary, answers should indicate that the student has an understanding of the ways in which males and females are often portrayed in the media — especially in advertising.

Answers to posed questions should show that the student recognizes a connection between the use of sex and sexuality as an advertising tool and the way individuals are influenced to define their own sexuality. A number of questions ask students to explain their own feelings about what they learned as they researched this assignment, and students should demonstrate personal opinions in their answers.

The collages themselves should demonstrate a variety of products and advertising approaches.



CALM 20: Module 6 8 Assignment Booklet

What is Sexuality? Gender Roles: Assignment

PART B

(If you did Part A, do not do Part B.)

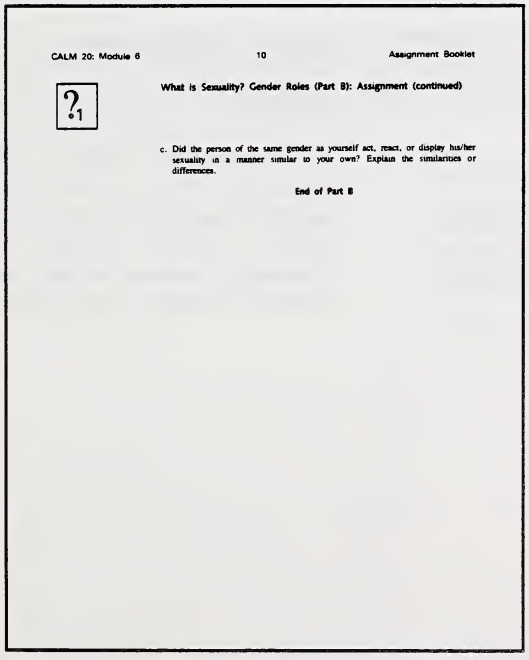
Watch a television drama or action show or movie with a story line. Choose two characters — one male and one female — and follow their actions throughout the story. It will be important to watch for displays of sexuality, especially the gender roles the characters play.

Use the following questions as guidelines for your observations. Not all questions will be answered, and you may also notice other sexual images that are not described below.

- What types of clothing were the characters wearing?
- Describe their roles.
- How did they relate to other males/females in the show?
- What kinds of sexual behaviors, if any, did you notice?
- Did the females and males seem to value the same things?
- What kinds of personalities did your characters have?
- Did you notice either character express his or her feelings?

a. State the name of the television show or movie.

b. Using the questions above as your guide, write a brief composition describing the kinds of male and female role behaviors the two characters portrayed. You may respond in point form, using the seven questions above and may add additional examples relating to sexuality that you noticed.



CALM 20: Module 6 10 Assignment Booklet

What is Sexuality? Gender Roles (Part B): Assignment (continued)

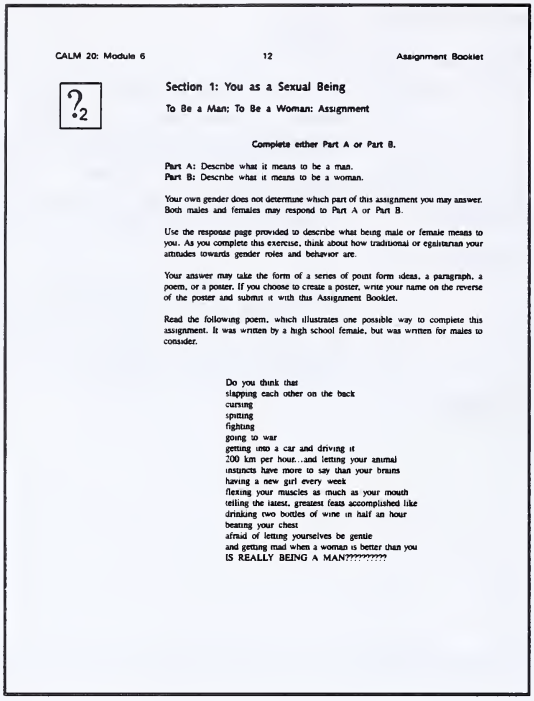
c. Did the person of the same gender as yourself act, react, or display his/her sexuality in a manner similar to your own? Explain the similarities or differences.

End of Part B

Part B:

This question allows students to use the mass media (television) as their "research laboratory." The completed essay or point-form analysis should illustrate an appreciation of the concepts of sexuality, gender roles, masculinity, and femininity.

A student's answer to question c is important because the question calls for self-awareness as well as awareness of the characters studied for the assignment.



CALM 20: Module 6 12 Assignment Booklet

?2

Section 1: You as a Sexual Being

To Be a Man; To Be a Woman: Assignment

Complete either Part A or Part B.

Part A: Describe what it means to be a man.
Part B: Describe what it means to be a woman.

Your own gender does not determine which part of this assignment you may answer. Both males and females may respond to Part A or Part B.

Use the response page provided to describe what being male or female means to you. As you complete this exercise, think about how traditional or egalitarian your attitudes towards gender roles and behavior are.

Your answer may take the form of a series of point form ideas, a paragraph, a poem, or a poster. If you choose to create a poster, write your name on the reverse of the poster and submit it with this Assignment Booklet.

Read the following poem, which illustrates one possible way to complete this assignment. It was written by a high school female, but was written for males to consider.

Do you think that
slapping each other on the back
cursing
spitting
fighting
going to war
getting into a car and driving it
200 km per hour...and letting your animal
instincts have more to say than your brains
having a new girl every week
flexing your muscles as much as your mouth
telling the latest, greatest feats accomplished like
drinking two bottles of wine in half an hour
beating your chest
afraid of letting yourselves be gentle
and getting mad when a woman is better than you
IS REALLY BEING A MAN??????????

Section 1: Question 2

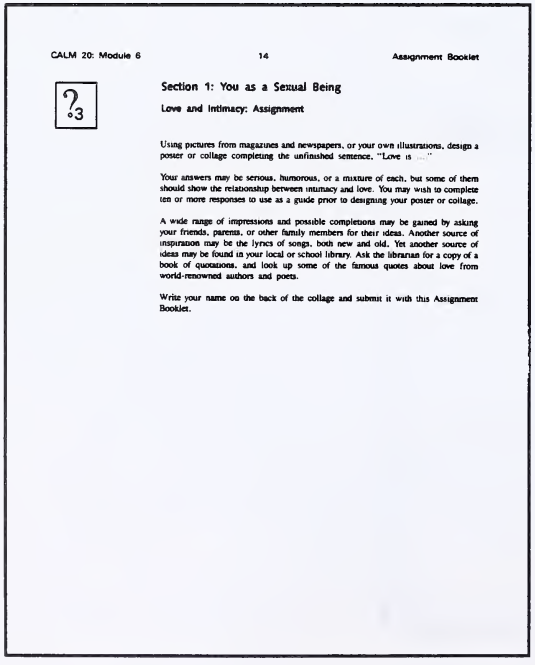
Comments:

Students have two choices in this assignment, and having chosen the topic they wish to investigate, they have a further choice of style. Such choices allow students who prefer essay writing, point-form analysis, creative writing, or artistic approaches equal opportunity to choose the topic and completion style they prefer.

Answers:

Given the range of possible approaches, student answers will vary greatly. However, the learning facilitator should look for evidence that the student understands gender-stereotyping issues in the resulting answers.

A student may be of the opinion that to be male or female involves the acceptance of stereotyped behavior. This is a valid opinion and must be treated as such. In this case, the learning facilitator may point out both the strengths and limitations of this approach to defining masculinity/femininity.



CALM 20: Module 6 14 Assignment Booklet

?3

Section 1: You as a Sexual Being

Love and Intimacy: Assignment

Using pictures from magazines and newspapers, or your own illustrations, design a poster or collage completing the unfinished sentence, "Love is ..."

Your answers may be serious, humorous, or a mixture of each, but some of them should show the relationship between intimacy and love. You may wish to complete ten or more responses to use as a guide prior to designing your poster or collage.

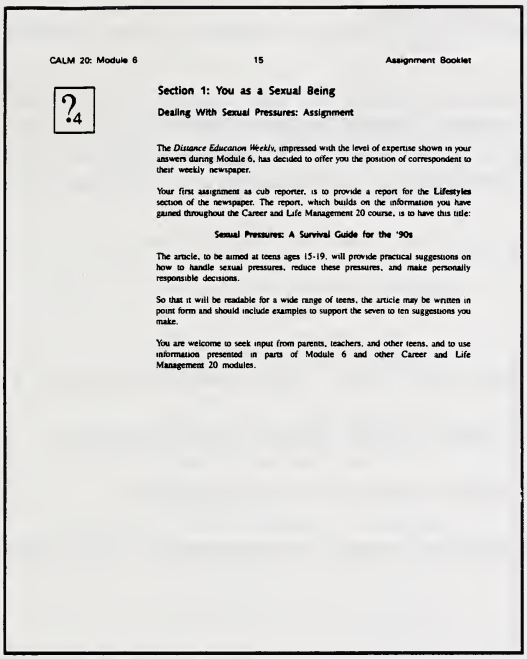
A wide range of impressions and possible completions may be gained by asking your friends, parents, or other family members for their ideas. Another source of inspiration may be the lyrics of songs, both new and old. Yet another source of ideas may be found in your local or school library. Ask the librarian for a copy of a book of quotations, and look up some of the famous quotes about love from world-renowned authors and poets.

Write your name on the back of the collage and submit it with this Assignment Booklet.

Section 1: Question 3

Comments:

This assignment allows students to demonstrate their appreciation of the factors essential to a loving, intimate relationship. If students include examples of loving relationships without sexual overtones, this should be especially commended.



CALM 20: Module 6 15 Assignment Booklet

?.4

Section 1: You as a Sexual Being

Dealing With Sexual Pressures: Assignment

The *Distance Education Weekly*, impressed with the level of expertise shown in your answers during Module 6, has decided to offer you the position of correspondent to their weekly newspaper.

Your first assignment as cub reporter, is to provide a report for the Lifestyles section of the newspaper. The report, which builds on the information you have gained throughout the Career and Life Management 20 course, is to have this title:

Sexual Pressures: A Survival Guide for the '90s

The article, to be aimed at teens ages 15-19, will provide practical suggestions on how to handle sexual pressures, reduce these pressures, and make personally responsible decisions.

So that it will be readable for a wide range of teens, the article may be written in point form and should include examples to support the seven to ten suggestions you make.

You are welcome to seek input from parents, teachers, and other teens, and to use information presented in parts of Module 6 and other Career and Life Management 20 modules.

Section 1: Question 4

Comments:

This final assignment in Section 1 provides an opportunity for students to bring together a variety of concepts surveyed in Section 1.

In the form of a newspaper article, students are being asked to share with other teens some of the ideas and skills that they have acquired throughout the Career and Life Management 20 course in general, and in Module 6, Section 1 in particular.

Answers:

The student should demonstrate a knowledge of the importance of communication, intimacy, assertiveness, factual knowledge, peer and family support, and decision-making skills in handling sexual pressures. The learning facilitator should look for at least six or seven suggestions based on ideas discussed in the course.

Section 2 - Sexuality, Lifestyles and Society

Introduction

In Section 2 of Module 6, students examine several lifestyle choices and other issues related to sexuality and sexual decision making. In addition to learning about sexuality and lifestyle choices, students will develop further their assertiveness, communication, and decision-making skills.

Key Concepts:

- Sexual decisions affect lifestyle.
- Making informed choices about reproductive health requires sound background knowledge.
- The decision to be sexually active leads to other decision-making situations.
- There are skills and supports available to deal with sexual exploitation.
- It is possible to develop personal communication and assertiveness skills to deal with stereotyping, harassment, and exploitation.

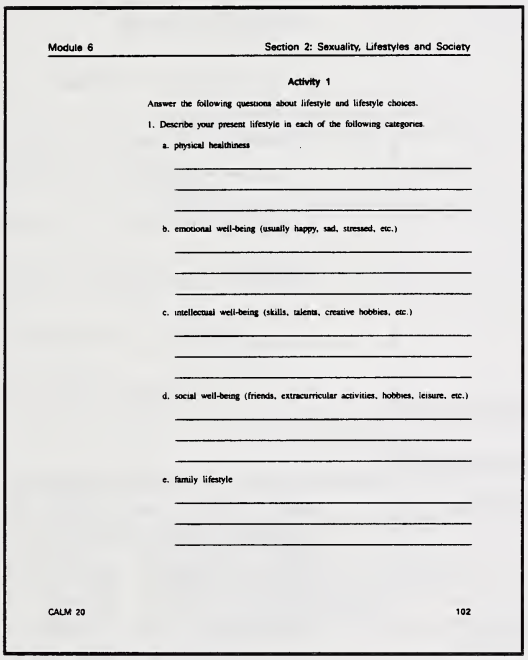
Section Objectives:

Students will be able to

- recognize and understand the ways in which sexual decisions affect other lifestyle choices
- recognize the importance of making informed choices concerning personal health care, especially when dealing with sexually transmitted diseases, contraception, and unplanned pregnancy
- recognize and assess support systems available to aid decision making
- evaluate the responsibilities and consequences when a choice has been made to be sexually active
- identify options to deal with unplanned pregnancy
- recognize the responsibilities and commitment involved in parenting
- recognize various types of sexual exploitation
- develop strategies and support systems for dealing with sexual exploitation and harassment

Student-Assessed Activities: Answers and Comments Concerning Activity Use

Note: It is expected that the learning facilitator will have read all comments to students concerning activities. These comments are contained in the Appendices of each Module Booklet.



Module 6 — Section 2: Sexuality, Lifestyles and Society

Activity 1

Answer the following questions about lifestyle and lifestyle choices.

1. Describe your present lifestyle in each of the following categories.

a. physical healthiness

b. emotional well-being (usually happy, sad, stressed, etc.)

c. intellectual well-being (skills, talents, creative hobbies, etc.)

d. social well-being (friends, extracurricular activities, hobbies, leisure, etc.)

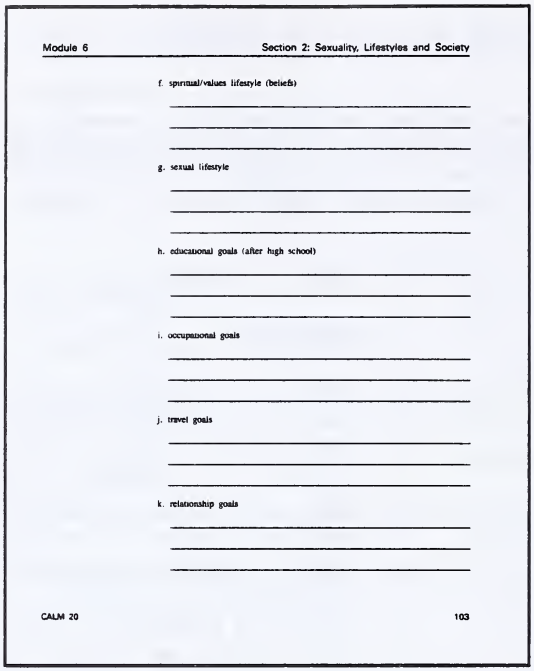
e. family lifestyle

CALM 20 — 102

Section 2: Activity 1

Comments:

Activity 1 is intended to provide students with an opportunity to apply the term *lifestyle* first to their own situation, and, secondly, to the situation of Janaya and Dean, a high school couple making sexual decisions. Question 1 is personal and not intended for either group discussion or for sharing with the learning facilitator. However, if a student does wish to reveal some of his or her thoughts, the learning facilitator should be open to reading and sharing comments with the student.



Module 6 Section 2: Sexuality, Lifestyles and Society

f. spiritual/values lifestyle (beliefs)

g. sexual lifestyle

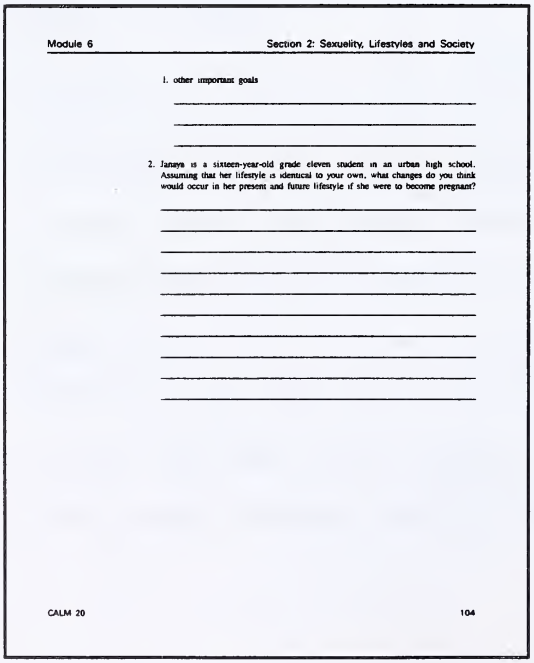
h. educational goals (after high school)

i. occupational goals

j. travel goals

k. relationship goals

CALM 20 103



Module 6 Section 2: Sexuality, Lifestyles and Society

l. other important goals

2. Janaya is a sixteen-year-old grade eleven student in an urban high school. Assuming that her lifestyle is identical to your own, what changes do you think would occur in her present and future lifestyle if she were to become pregnant?

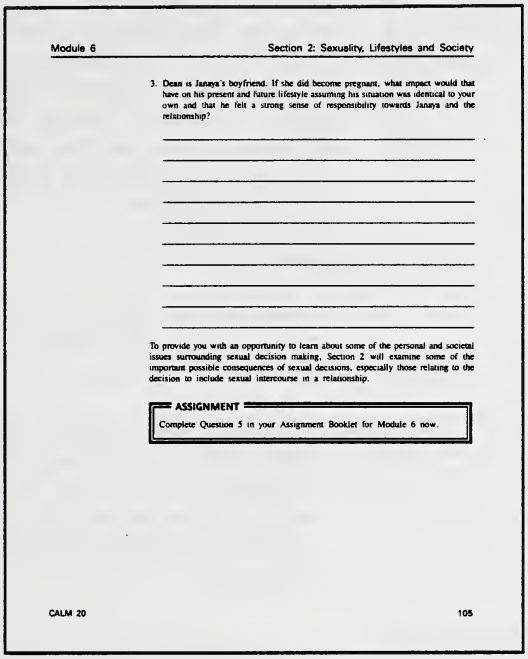
CALM 20 104

Answers:

2. *While the changes you have listed will directly relate to your own situation, some of the general lifestyle changes Janaya could expect to occur might include*

   - *changes in her physical well-being (for example, nausea)*
   - *new stresses, excitement, worries*
   - *changes in extracurricular activities (especially if she were a school athlete)*
   - *possible conflict with parents*
   - *possible interruption of education*
   - *postponement of occupational goals*
   - *a new relationship with friends*

3. *If Dean, Janaya's boyfriend wanted to share the responsibilities during pregnancy and after the birth of their child, his lifestyle would change as well (although some of the immediate interruptions to school, job, or extracurricular activities might not be as noticeable). However, after childbirth, he might find that any post secondary goals would have to be put on hold while he looked for work to lend financial support.*



Module 6 Section 2: Sexuality, Lifestyles and Society

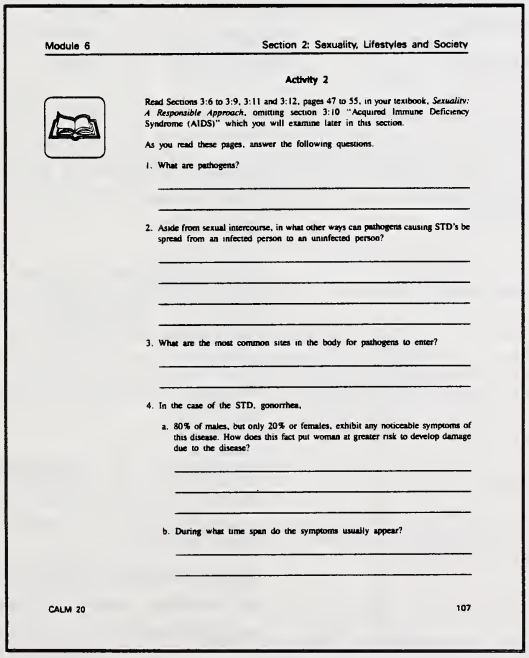
3. Dean is Janaya's boyfriend. If she did become pregnant, what impact would that have on his present and future lifestyle assuming his situation was identical to your own and that he felt a strong sense of responsibility towards Janaya and the relationship?

To provide you with an opportunity to learn about some of the personal and societal issues surrounding sexual decision making, Section 2 will examine some of the important possible consequences of sexual decisions, especially those relating to the decision to include sexual intercourse in a relationship.

ASSIGNMENT

Complete Question 5 in your Assignment Booklet for Module 6 now.

CALM 20 105



Module 6 Section 2: Sexuality, Lifestyles and Society

Activity 2

Read Sections 3:6 to 3:9, 3:11 and 3:12, pages 47 to 55, in your textbook, *Sexuality: A Responsible Approach*, omitting section 3:10 "Acquired Immune Deficiency Syndrome (AIDS)" which you will examine later in this section.

As you read these pages, answer the following questions.

1. What are pathogens?

2. Aside from sexual intercourse, in what other ways can pathogens causing STD's be spread from an infected person to an uninfected person?

3. What are the most common sites in the body for pathogens to enter?

4. In the case of the STD, gonorrhea,

   a. 80% of males, but only 20% or females, exhibit any noticeable symptoms of this disease. How does this fact put woman at greater risk to develop damage due to the disease?

   b. During what time span do the symptoms usually appear?

CALM 20 107

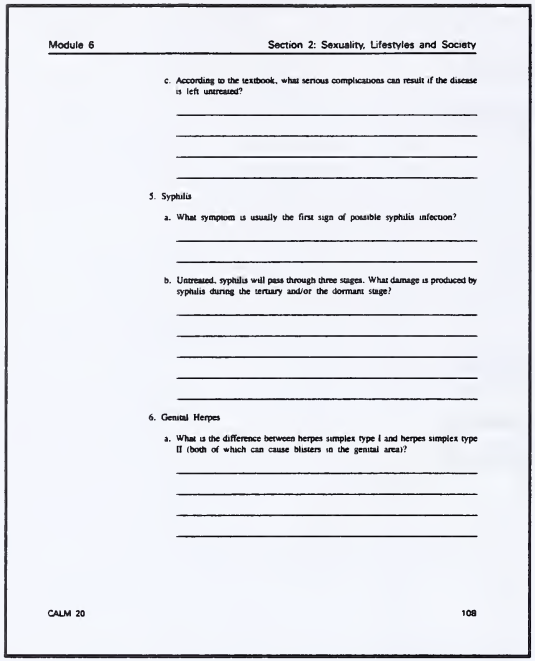
Section 2: Activity 2

Comments:

Activity 2 introduces students to information regarding sexually transmitted diseases. This information includes germ theory, specific symptoms and treatments, and support agencies.

Some students may have taken portions of this information in junior high school, but a review of the information is valuable.

If the community has access to local health educators with a background in STD information, the learning facilitator might use them as a resource either for classroom presentations or for print and audiovisual resources. (Remember to check all resources for suitability and curriculum fit.)



Module 6 Section 2: Sexuality, Lifestyles and Society

c. According to the textbook, what serious complications can result if the disease is left untreated?

5. Syphilis

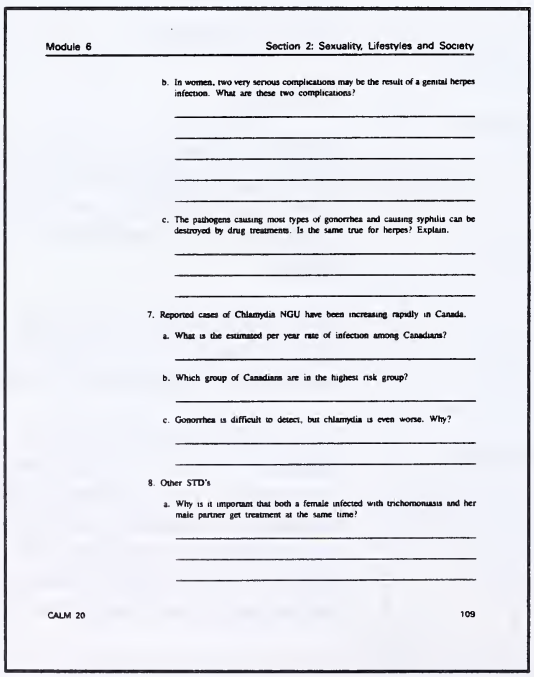
a. What symptom is usually the first sign of possible syphilis infection?

b. Untreated, syphilis will pass through three stages. What damage is produced by syphilis during the tertiary and/or the dormant stage?

6. Genital Herpes

a. What is the difference between herpes simplex type I and herpes simplex type II (both of which can cause blisters in the genital area)?

CALM 20 108



Module 6 Section 2: Sexuality, Lifestyles and Society

b. In women, two very serious complications may be the result of a genital herpes infection. What are these two complications?

c. The pathogens causing most types of gonorrhea and causing syphilis can be destroyed by drug treatments. Is the same true for herpes? Explain.

7. Reported cases of Chlamydia NGU have been increasing rapidly in Canada.

a. What is the estimated per year rate of infection among Canadians?

b. Which group of Canadians are in the highest risk group?

c. Gonorrhea is difficult to detect, but chlamydia is even worse. Why?

8. Other STD's

a. Why is it important that both a female infected with trichomoniasis and her male partner get treatment at the same time?

CALM 20 109

Beginning in this portion of Section 2 and continuing throughout the remainder of the section, the learning facilitator might work with students to develop bulletin board displays of resource material dealing with each issue or topic, and may post important contact phone numbers in a prominent place within the classroom.

Answers:

1. *Pathogens are bacteria or viruses that enter the human system and cause diseases or infections.*

2. *Pathogens can enter the body through open cuts or sores, through other mucous membranes such as the throat, from a mother to an unborn baby, and from a mother to a newborn as it passes through the vagina.*

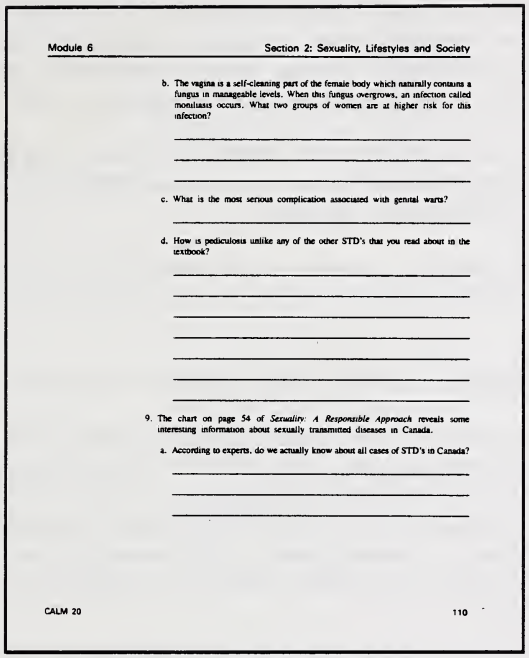
3. *The most common sites for entry of a pathogen are the mouth, nose, anus, vagina, eyes, and penis.*

4. a. *Symptoms of many STD's are less noticeable in females because the female reproductive system is largely internal and the signs are therefore less visible.*

   If a woman has no noticeable symptoms of gonorrhea, she may not be made aware that she has the disease. The disease may do a lot of internal reproductive damage during this time.

   b. *Symptoms of gonorrhea usually appear in two to seven days, but may not appear for a month.*

   c. *If left untreated, gonorrhea may lead to sterility, arthritis, heart disease, or blindness.*



Module 6 Section 2: Sexuality, Lifestyles and Society

b. The vagina is a self-cleaning part of the female body which naturally contains a fungus in manageable levels. When this fungus overgrows, an infection called moniliasis occurs. What two groups of women are at higher risk for this infection?

c. What is the most serious complication associated with genital warts?

d. How is pediculosis unlike any of the other STD's that you read about in the textbook?

9. The chart on page 54 of *Sexuality: A Responsible Approach* reveals some interesting information about sexually transmitted diseases in Canada.

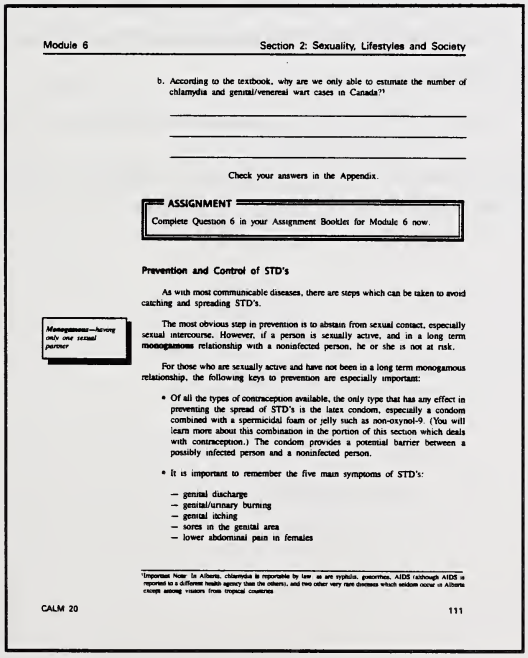
a. According to experts, do we actually know about all cases of STD's in Canada?

CALM 20 110

5. a. *The earliest sign of a syphilis infection is a painless red sore called a chancre.*

b. *Possible consequences of the final phase of syphilis may be the destruction of various organs such as the brain, heart, and liver. Damage to the brain and spinal cord may cause paralysis and death.*

6. a. *Herpes simplex type I is known as oral herpes and is usually limited to the upper half of the body. It is the type of herpes that is usually called a "cold sore." Herpes simplex type II is genital herpes and usually appears in the lower part of the body.*



Module 6 Section 2: Sexuality, Lifestyles and Society

b. According to the textbook, why are we only able to estimate the number of chlamydia and genital/venereal wart cases in Canada?*

Check your answers in the Appendix.

ASSIGNMENT

Complete Question 6 in your Assignment Booklet for Module 6 now.

Prevention and Control of STD's

As with most communicable diseases, there are steps which can be taken to avoid catching and spreading STD's.

Monogamous—having only one sexual partner

The most obvious step in prevention is to abstain from sexual contact, especially sexual intercourse. However, if a person is sexually active, and in a long term monogamous relationship with a noninfected person, he or she is not at risk.

For those who are sexually active and have not been in a long term monogamous relationship, the following keys to prevention are especially important:

- Of all the types of contraception available, the only type that has any effect in preventing the spread of STD's is the latex condom, especially a condom combined with a spermicidal foam or jelly such as non-oxynol-9. (You will learn more about this combination in the portion of this section which deals with contraception.) The condom provides a potential barrier between a possibly infected person and a noninfected person.
- It is important to remember the five main symptoms of STD's:
  - genital discharge
  - genital/urinary burning
  - genital itching
  - sores in the genital area
  - lower abdominal pain in females

*Important Note: In Alberta, chlamydia is reportable by law as are syphilis, gonorrhea, AIDS (although AIDS is reported to a different health agency than the others), and two other very rare diseases which seldom occur in Alberta except among visitors from tropical countries

CALM 20 111

b. *Two serious complications for women who have herpes are a higher risk of cervical cancer, and a much higher risk of miscarriage or premature birth. Also, delivery of a child born to a woman with genital herpes may need to be by cesarean section.*

c. *Herpes has no cure. While the symptoms can be treated, once the virus is in the human system, it cannot be destroyed. Researchers feel that the virus lies dormant at or near the base of the spine from where it will occasionally migrate and reappear in the genital area. The schedule of reoccurence will vary from individual to individual.*

7. a. *The estimated rate of infection for NGU* in Canada is 150 000 to 200 000 Canadians per year (1989).*

*Note: NGU is nongonococcal urethritis. It is most often caused by the organism chlamydia trachomatis. The terms NGU and chlamydia are often used synonymously.

b. *Sexually active young people are at highest risk of infection by NGU (mainly chlamydia). STD Clinic, Calgary reports that the highest incidence occurred in the fifteen-to nineteen-year-old female group, followed by females twenty to twenty-four years of age, males twenty to twenty-four years, and males twenty-five to twenty-nine years.*

c. *Chlamydia is especially difficult to detect since many sufferers experience mild symptoms or no symptoms at all. As well, many people with gonorrhea also have NGU at the same time, and the treatment for one does not remove the other.*

8. a. *With most STD's it is important that both partners receive treatment at the same time and avoid intercourse during the infection. It is very easy to become reinfected with an STD, if your partner is carrying it.*

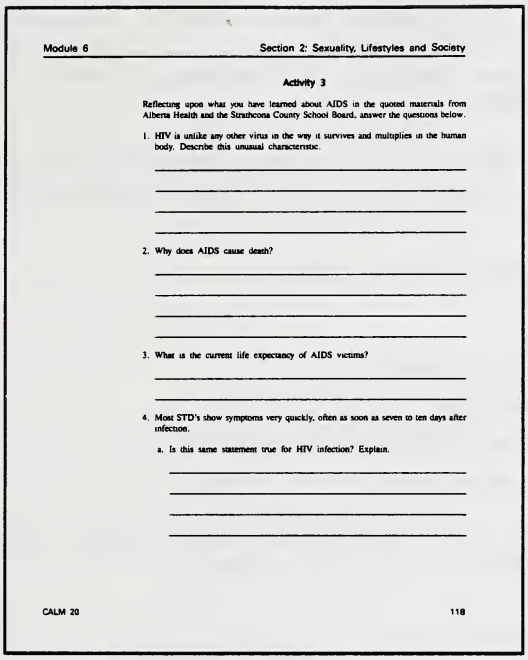
b. *Women at higher risk for moniliasis are those who are diabetic or pregnant.*

c. *The most serious complication associated with genital warts is the higher risk of cervical cancer in women. Certain strains of the infecting virus on the cervix may progress to cancer if not detected by a Pap Smear and treated. The immature cervix is more vulnerable to this virus and, therefore, delay of intercourse until older and limitation of sexual partners in conjunction with annual Pap Smears, if sexually active, will substantially reduce the risk. Both sexual partners must be examined and, possibly, treated, and reinfection/recurrence of the disease must be watched for.*

d. *Unlike the other STD's, pediculosis (pubic lice) can live away from the body for a long period of time. Therefore, you can be infected by using towels, sharing clothing, or sleeping in a bed used by an infected person.*

9. a. *According to experts, only a fraction of the STD sufferers in Canada are known.*

b. *The textbook says that chlamydia is not reportable in Canada. However, as you may have noted in the Module Booklet, the disease is reportable in Alberta.*



Module 6 Section 2: Sexuality, Lifestyles and Society

Activity 3

Reflecting upon what you have learned about AIDS in the quoted materials from Alberta Health and the Strathcona County School Board, answer the questions below.

1. HIV is unlike any other virus in the way it survives and multiplies in the human body. Describe this unusual characteristic.

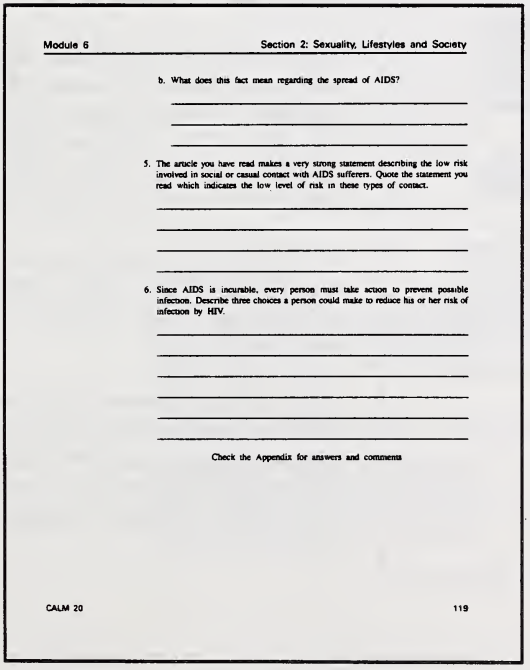
2. Why does AIDS cause death?

3. What is the current life expectancy of AIDS victims?

4. Most STD's show symptoms very quickly, often as soon as seven to ten days after infection.

   a. Is this same statement true for HIV infection? Explain.

CALM 20 118



Module 6 Section 2: Sexuality, Lifestyles and Society

   b. What does this fact mean regarding the spread of AIDS?

5. The article you have read makes a very strong statement describing the low risk involved in social or casual contact with AIDS sufferers. Quote the statement you read which indicates the low level of risk in these types of contact.

6. Since AIDS is incurable, every person must take action to prevent possible infection. Describe three choices a person could make to reduce his or her risk of infection by HIV.

Check the Appendix for answers and comments

CALM 20 119

Section 2: Activity 3

Comments:

Although AIDS is an STD, it is dealt with separately in this section due to its current prominence and the fact that transmission may also occur through sharing of intravenous drug needles and from an infected mother to her baby.

The learning facilitator may wish to make contact with local health educators and/or provincial STD and AIDS programs to receive current information on the status of the disease and progress in treatment. As well, newspapers in larger centres and monthly or weekly magazines regularly carry information which may lend itself to bulletin board displays.

Answers:

1. *The HIV virus survives and multiples in the body system that is supposed to protect people from disease, the immune system. The HIV virus attacks T-cells, eventually reproducing within them and then going on to weaken the system further and further.*

2. *AIDS victims do not die from the AIDS virus (HIV); they die as a result of all the diseases they catch and cannot fight off because their immune system has been destroyed. Rare forms of pneumonia and cancer are two such diseases.*

3. *The current life expectancy among AIDS sufferers is two to five years. New medications and procedures are being tested that seem to bring increased longevity, but most are still in the experimental stage.*

4. a. *Unlike other STD's, AIDS symptoms may not become evident for months or even years.*

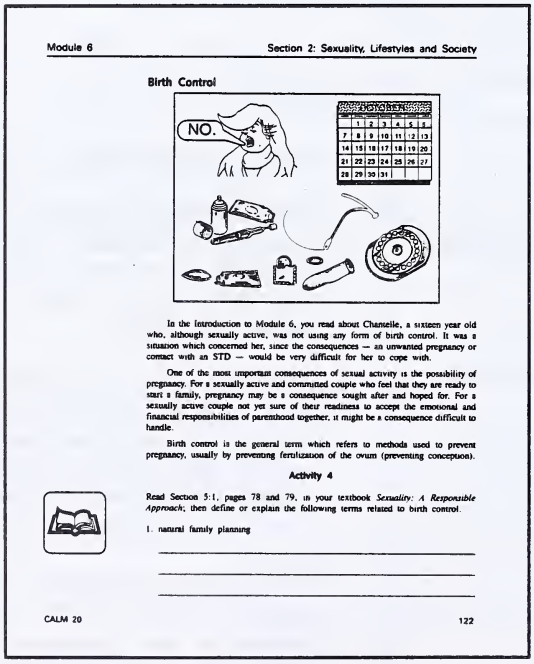
   b. *This long incubation period means that people could unknowingly spread the AIDS virus before realizing they are infected.*

5. *The article says, "Although small amounts of the virus have been found in tears, urine, sweat, and saliva, no cases anywhere in the world have been found of people getting AIDS from any of these sources."*

6. *To reduce the risk of getting AIDS (remember, AIDS is hard to get), a person could*

   - *remain abstinent*
   - *take part only in monogamous relationships*
   - *avoid unprotected sexual intercourse*
   - *make sure that if any intercourse occurs, a latex condom is used*
   - *refuse to share needles (for drugs, tattoos, or ear piercing)*

   It is important to remember that a person's actual safe or unsafe behaviors, not the lifestyle group belonged to, are what affects the risk of HIV transmission.



Module 6 — Section 2: Sexuality, Lifestyles and Society

Birth Control

In the introduction to Module 6, you read about Chantelle, a sixteen year old who, although sexually active, was not using any form of birth control. It was a situation which concerned her, since the consequences — an unwanted pregnancy or contact with an STD — would be very difficult for her to cope with.

One of the most important consequences of sexual activity is the possibility of pregnancy. For a sexually active and committed couple who feel that they are ready to start a family, pregnancy may be a consequence sought after and hoped for. For a sexually active couple not yet sure of their readiness to accept the emotional and financial responsibilities of parenthood together, it might be a consequence difficult to handle.

Birth control is the general term which refers to methods used to prevent pregnancy, usually by preventing fertilization of the ovum (preventing conception).

Activity 4

Read Section 5:1, pages 78 and 79, in your textbook *Sexuality: A Responsible Approach*; then define or explain the following terms related to birth control.

1. natural family planning

CALM 20 122

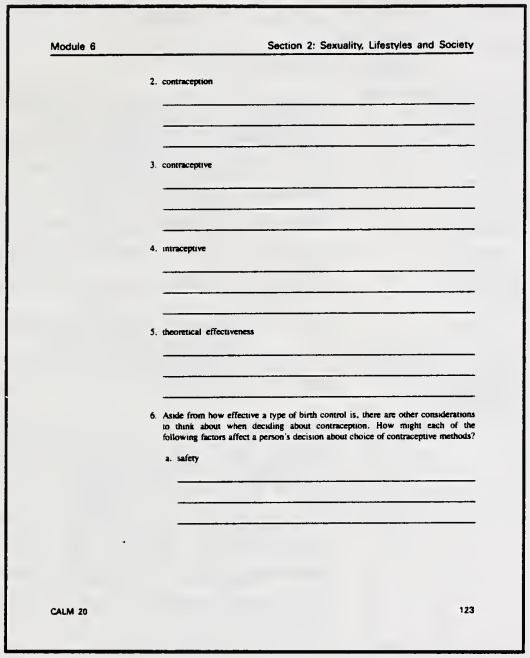
Section 2: Activity 4

Comments:

Some students may have learned basic information about birth control in Health and Personal Life Skills (junior high). However, the information will likely take on more relevance at this age level, and the information covered is more detailed.

It is important to emphasize that abstinence is the only lifestyle choice which is 100% effective both in the prevention of pregnancy and most STD's.

The learning facilitator should also note that abortion is not covered in the portion of the section dealing with birth control, but is dealt with in the portion of material related to unplanned pregnancy options.



Module 6 Section 2: Sexuality, Lifestyles and Society

2. contraception

3. contraceptive

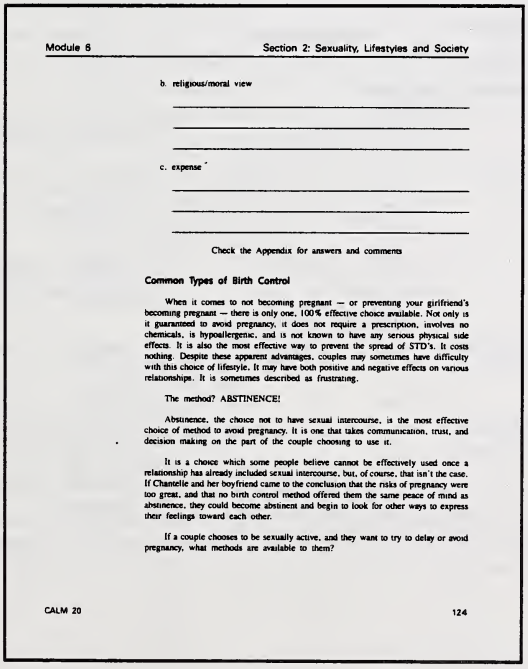
4. intraceptive

5. theoretical effectiveness

6. Aside from how effective a type of birth control is, there are other considerations to think about when deciding about contraception. How might each of the following factors affect a person's decision about choice of contraceptive methods?

a. safety

CALM 20 123



Module 6 Section 2: Sexuality, Lifestyles and Society

b. religious/moral view

c. expense

Check the Appendix for answers and comments

Common Types of Birth Control

When it comes to not becoming pregnant — or preventing your girlfriend's becoming pregnant — there is only one, 100% effective choice available. Not only is it guaranteed to avoid pregnancy, it does not require a prescription, involves no chemicals, is hypoallergenic, and is not known to have any serious physical side effects. It is also the most effective way to prevent the spread of STD's. It costs nothing. Despite these apparent advantages, couples may sometimes have difficulty with this choice of lifestyle. It may have both positive and negative effects on various relationships. It is sometimes described as frustrating.

The method? ABSTINENCE!

Abstinence, the choice not to have sexual intercourse, is the most effective choice of method to avoid pregnancy. It is one that takes communication, trust, and decision making on the part of the couple choosing to use it.

It is a choice which some people believe cannot be effectively used once a relationship has already included sexual intercourse, but, of course, that isn't the case. If Chantelle and her boyfriend came to the conclusion that the risks of pregnancy were too great, and that no birth control method offered them the same peace of mind as abstinence, they could become abstinent and begin to look for other ways to express their feelings toward each other.

If a couple chooses to be sexually active, and they want to try to delay or avoid pregnancy, what methods are available to them?

CALM 20 124

Answers:

1. *natural family planning: the method of birth control that involves not having sexual intercourse during the period of the month when an ovum is present in the female reproductive tract in a position advantageous to fertilization*

2. *contraception: the prevention of pregnancy by artificial methods*

3. *contraceptive: a method of birth control that prevents the ova from being fertilized*

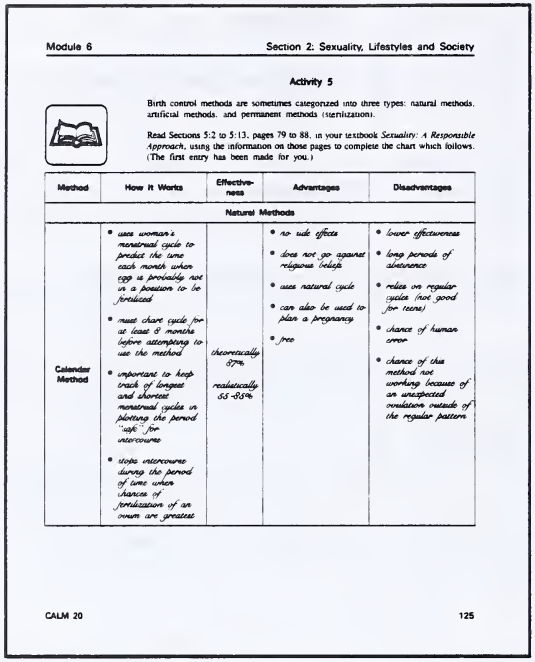
4. *intraceptive: a method of birth control that does not stop fertilization, but does stop the fertilized egg from implanting itself in the uterine wall*

5. *theoretical effectiveness: how effective a method of birth control would be if used perfectly*

6. a. *Before using a specific type of birth control, the user should make sure that there are no side effects which might prove harmful — or that possible side effects and risks are well understood.*

   b. *Many religions believe that artificial methods of birth control are contrary to the teachings of their churches. Members of such groups might consider themselves to be committing a sin if they use artificial methods.*

   c. *The cost of birth control varies. Some can only be taken by prescription, others may be used only once, some may be covered under health insurance, and so on.*



Module 6 Section 2: Sexuality, Lifestyles and Society

Activity 5

Birth control methods are sometimes categorized into three types: natural methods, artificial methods, and permanent methods (sterilization).

Read Sections 5:2 to 5:13, pages 79 to 88, in your textbook *Sexuality: A Responsible Approach*, using the information on those pages to complete the chart which follows. (The first entry has been made for you.)

Method	How It Works	Effectiveness	Advantages	Disadvantages
Natural Methods				
Calendar Method	• uses woman's menstrual cycle to predict the time each month when egg is probably not in a position to be fertilized • must chart cycle for at least 8 months before attempting to use the method • important to keep track of longest and shortest menstrual cycles in plotting the period "safe" for intercourse • stops intercourse during the period of time when chances of fertilization of an ovum are greatest	theoretically 87% realistically 55-85%	• no side effects • does not go against religious beliefs • uses natural cycle • can also be used to plan a pregnancy • free	• lower effectiveness • long periods of abstinence • relies on regular cycles (not good for teens) • chance of human error • chance of the method not working because of an unexpected ovulation outside of the regular pattern

CALM 20 125

Section 2: Activity 5

Comments:

Activity 5 provides students with an opportunity to research and evaluate various types of birth control methods. The learning facilitator could choose to divide the class into small groups, each researching one type of birth control and then reporting their findings to the class as a whole.

Local or regional health educators might also be used as resources or presenters during this portion of Section 2.

Learning facilitators should research birth control methods additional to those surveyed in the student text as they become available. For example, information concerning the contraceptive sponge is provided in the following chart, although researching this birth control method was not assigned as part of this activity.

Answers:

Method	How It Works	Effectiveness	Advantages	Disadvantages
Natural Methods				
Calendar Method	• *uses woman's menstrual cycle to predict the time each month when egg is probably not in a position to be fertilized* • *Cycle must be charted for at least 8 months before attempting to use method.* • *important to keep track of longest and shortest menstrual cycles in plotting the period "safe" for intercourse* • *stops intercourse during the period of time when chances of fertilization of an ovum are greatest*	*Theoretically = 87%* *Realistically = 55-85%*	• *no side effects* • *does not go against religion* • *uses natural cycle* • *can also be used to plan a pregnancy* • *free*	• *lower effectiveness* • *long periods of abstinence* • *relies on regular cycles (not good for teens)* • *chance of human error* • *chance of the method not working because of an unexpected ovulation outside of the regular pattern*

Method	How It Works	Effectiveness	Advantages	Disadvantages
Basal Body Temperature Method	• *Woman keeps a record of fertile periods by checking her daily temperature for 4 months.* • *She watches for a rise which means ovulation has begun and uses this information to plan "safe" periods for intercourse.* • *stops intercourse during period of time when chances of fertilization of an ovum are greatest. Abstinence must be practised from the day the menstrual flow stops until two to four days after temperature rises.*	*Theoretically = 93%* *Realistically = 80% or lower*	• *free (except for good thermometer)* • *does not conflict with religion* • *no side effects*	• *too many other reasons why the temperature might change (fever, cold, flu, exercise, stress)* • *Effectiveness is low.* • *Temperature readings may not be accurate.* • *long periods of abstinence* • *chance of unexpected ovulations*
Billings Cervical Mucus Method	• *Woman examines changes in texture of her vaginal discharge over several months to see cycle. Just before ovulation, amount increases, and cervical mucus becomes clear and runny in consistency.* • *stops intercourse during the period of time when chances of fertilization of the ovum are greatest*	*Theoretically = 98%* *Realistically = 75%*	• *free* • *no side effects* • *doesn't conflict with religion*	• *requires training in order to use the method well* • *long periods of abstinence* • *possibility of error in judgement* • *chance of unexpected ovulations*
The three natural family planning methods discussed **should not be used alone, but rather in combination** to provide a complete picture of when ovulation is occurring. None of the methods used alone offers reliable protection.				

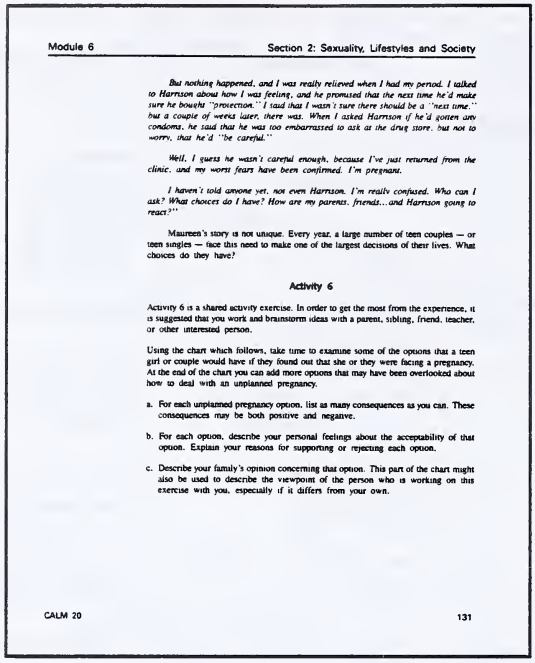
Method	How It Works	Effectiveness	Advantages	Disadvantages
Artificial Methods				
The Birth Control Pill	• *taken every day at the same time by the woman* • *artificially puts hormones into the system which prevents ovulation, but not menstruation* • *stops egg from ovulating*	*Theoretically = 99.6%* *Realistically = 90-96%*	• *very effective* • *safe for most females*	• *may have side effects from mild to serious* • *must be prescribed by doctor* • *cannot be taken by some women who have other medical conditions (migraines, cancer, heart conditions, or liver disease)* • *Women who smoke, especially those over 35, may experience an increased risk of heart disease, high blood pressure, or stroke, if they take "the pill."* • *cost involved*
Spermicides	• *A chemical foam, jelly, or cream is placed in the vagina just before intercourse.* • *kills sperm*	*Theoretically = 95%* *Realistically = 75-80%*	• *available at drugstore* • *effective when used with condom* • *easy to use*	• *not recommended as sole method of contraception, but as additional safeguard with condom* • *side effects if allergic to chemicals* • *messy* • *can be unpleasant odor, itching* • *cost involved*

Method	How It Works	Effectiveness	Advantages	Disadvantages
Condom Plus Spermicide	• *Condom (a thin sheath) is placed over the erect penis.* • *Spermicide is placed in the vagina.* • *No genital contact occurs until both actions are complete.* • *blocks sperm from entering the vagina and kills any that are not blocked*	*Theoretically (condom alone) = 97%* *(condom + spermicide) = 100%* *Realistically (condom alone) = 90%* *(condom + spermicide) = 95%*	• *Combination is very effective.* • *Both partners accept responsibility.* • *limited side effects* • *both spermicide and condom available at drugstore* • *only method (except abstinence) somewhat effective against STD's*	• *messy* • *requires commitment* • *must stop during stages of arousal* • *condoms may leak or break* • *some change in sensation* • *cost involved*
Diaphragm	• *Soft rubber, cup-shaped contraceptive fits over the woman's cervix.* • *suggested that it be used with spermicide (not foam-only cream or jelly) or condom* • *blocks sperm from entering cervix and therefore stops egg and sperm from meeting* • *must remain in place at least six to eight hours after intercourse*	*Theoretically = 97%* *Realistically = 83%* *(100% if used with condom)*	• *can be inserted up to two hours before intercourse* • *no side effects* • *cannot be felt by woman or partner*	• *must be individually fitted by doctor* • *takes training to learn to insert* • *can slip out of place* • *probable cost involved in purchasing the diaphragm*
Cervical Cap	• *very similar to diaphragm* • *placed over cervix* • *blocks cervix so that sperm cannot enter* • *may be combined with spermicide/condom*	*Unknown (similar to diaphragm)*	• *same as diaphragm* • *may be left in place longer than diaphragm*	• *rare in Canada* • *unregulated use in Canada* • *other disadvantages similar to diaphragm*

Method	How It Works	Effectiveness	Advantages	Disadvantages
IUD	• *small plastic device placed in uterus by doctor* • *stops egg from implanting in uterus wall* • *an "intraceptive"*	*Theoretically = 98%* *Realistically = 90%*	• *no interruption of intercourse* • *no chemicals taken* • *may be left in uterus up to five years*	• *Doctor must insert and remove.* • *concern about side effects: (heavier menstrual flow, cramping)* • *IUD may fall out.* • *possibility of perforation of uterine wall* • *increased risk of pelvic inflammatory disease (uterine infection) which can lead to sterility* • *cost involved in purchase of IUD*
Morning After Pill	• *prevents survival of a fertilized egg*	*Theoretically = 98%*	• *very effective*	• *only used in emergencies (for example, rape)* • *causes many side effects (nausea, headache, vomiting, dizziness)* • *not a method for public use as routine birth control method*
Contraceptive Sponge*	• *Pillow-shaped sponge fits over cervix to provide a barrier between sperm and cervix.* • *Sponge contains one gram of spermicide to kill trapped sperm.* • *Sponge must be moistened with tap water before insertion.* • *Sponge must be left in place six to eight hours after intercourse.*	*Theoretically = 95%* *Realistically = 72-86%*	• *one size fits all* • *continuous 24 hour protection* • *available without prescription*	• *must learn how to insert properly* • *may slip out of place* • *can be costly at approximately $3.00 each*

*The contraceptive sponge should be included among the contraceptive methods now available in Canada, although it has not been outlined in your textbook.

Method	How It Works	Effectiveness	Advantages	Disadvantages
Permanent Methods				
Tubal Ligation	• *a surgical procedure in which the fallopian tubes are cut and the ends tied or cauterized* • *Ova cannot get very far into the fallopian tube, and sperm cannot get very far into the fallopian tube to meet the egg.*	*Theoretically = 100%*	• *highly effective* • *no chemicals or devices needed* • *useful method for couples who do not want more children or for whom pregnancy would be dangerous*	• *permanent (at this time) — one cannot change one's mind about having children* • *requires surgery* • *Some women may feel saddened by loss of fertility.*
Vasectomy	• *a surgical procedure in which the vas deferens are cut (in the area of the scrotum) and tied or cauterized* • *Sperm cannot leave the testicles; ejaculated semen is sterile.*	*Theoretically = 100%*	• *highly effective* • *no chemicals or devices needed* • *useful method for couples who don't want more or any children* • *less complicated surgery than tubal ligation*	• *permanent (at this time) — one cannot change one's mind about having children* • *requires surgery* • *not a method for those who may want children later* • *Some males feel less masculine if sterilized.*



Module 6 Section 2: Sexuality, Lifestyles and Society

But nothing happened, and I was really relieved when I had my period. I talked to Harrison about how I was feeling, and he promised that the next time he'd make sure he bought "protection." I said that I wasn't sure there should be a "next time." but a couple of weeks later, there was. When I asked Harrison if he'd gotten any condoms, he said that he was too embarrassed to ask at the drug store, but not to worry, that he'd "be careful."

Well, I guess he wasn't careful enough, because I've just returned from the clinic, and my worst fears have been confirmed. I'm pregnant.

I haven't told anyone yet, not even Harrison. I'm really confused. Who can I ask? What choices do I have? How are my parents, friends...and Harrison going to react?"

Maureen's story is not unique. Every year, a large number of teen couples — or teen singles — face this need to make one of the largest decisions of their lives. What choices do they have?

Activity 6

Activity 6 is a shared activity exercise. In order to get the most from the experience, it is suggested that you work and brainstorm ideas with a parent, sibling, friend, teacher, or other interested person.

Using the chart which follows, take time to examine some of the options that a teen girl or couple would have if they found out that she or they were facing a pregnancy. At the end of the chart you can add more options that may have been overlooked about how to deal with an unplanned pregnancy.

a. For each unplanned pregnancy option, list as many consequences as you can. These consequences may be both positive and negative.

b. For each option, describe your personal feelings about the acceptability of that option. Explain your reasons for supporting or rejecting each option.

c. Describe your family's opinion concerning that option. This part of the chart might also be used to describe the viewpoint of the person who is working on this exercise with you, especially if it differs from your own.

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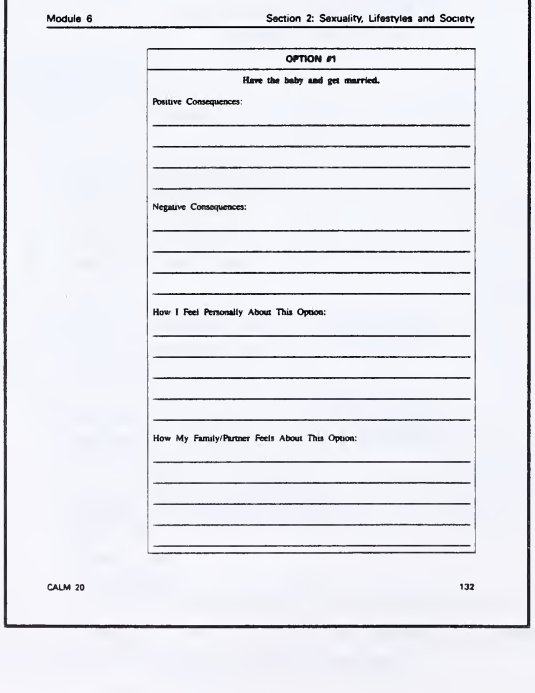


Module 6 Section 2: Sexuality, Lifestyles and Society

OPTION #1
Have the baby and get married.
Positive Consequences:
Negative Consequences:
How I Feel Personally About This Option:
How My Family/Partner Feels About This Option:

CALM 20 132

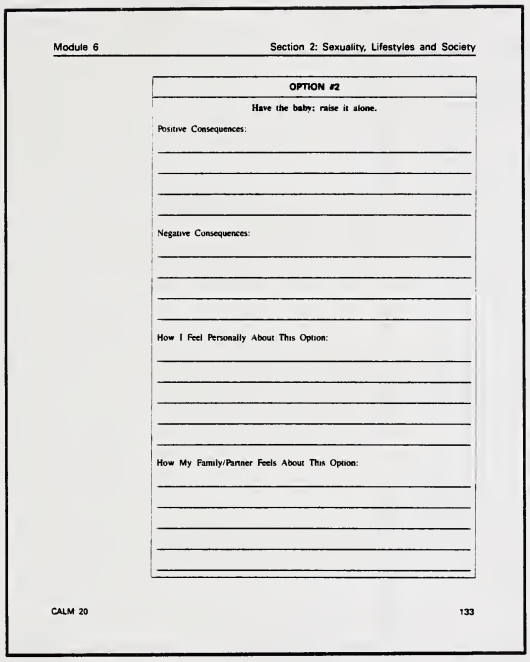
Section 1: Activity 6

Comments:

Activity 6 is intended as an activity that students will share with parents, guardians, and other interested friends and adults, including the learning facilitator and classmates.

As the students work through each of the possible choices, the learning facilitator might encourage group discussion about whether or not there are any easy choices. Even though both sides of each choice are examined, participants usually find that it is difficult to agree on what would be the *best* choice. That's because what is best for one situation, individual, or family may not be the best solution for another.

Information is available from the Alberta government on adoption procedures, agencies which provide support and advice to pregnant teens, and other assistance programs. Check your regional or local phone directory for the Alberta government R.I.T.E. number in your area.



Module 6 Section 2: Sexuality, Lifestyles and Society

OPTION #2

Have the baby; raise it alone.

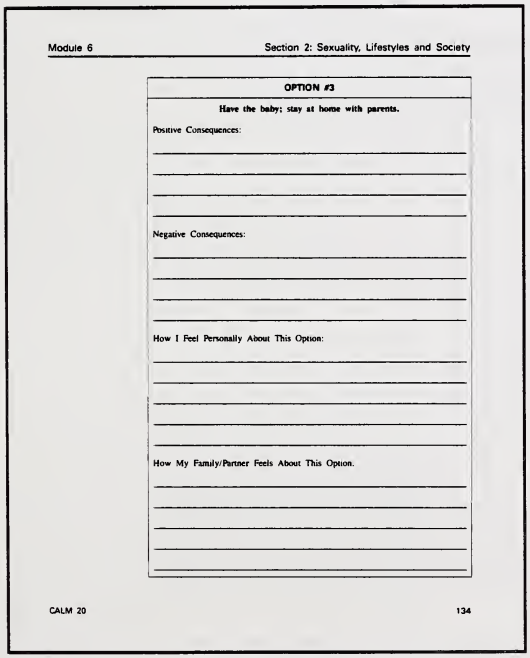
Positive Consequences:

Negative Consequences:

How I Feel Personally About This Option:

How My Family/Partner Feels About This Option:

CALM 20 133



Module 6 Section 2: Sexuality, Lifestyles and Society

OPTION #3

Have the baby; stay at home with parents.

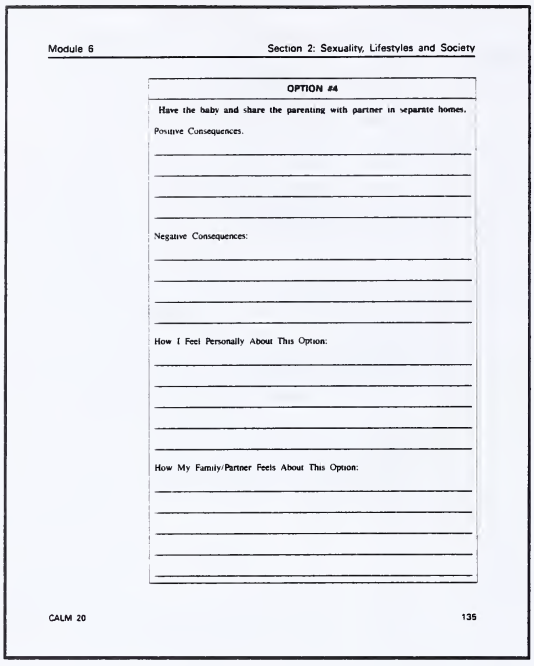
Positive Consequences:

Negative Consequences:

How I Feel Personally About This Option:

How My Family/Partner Feels About This Option.

CALM 20 134



Module 6 Section 2: Sexuality, Lifestyles and Society

OPTION #4

Have the baby and share the parenting with partner in separate homes.

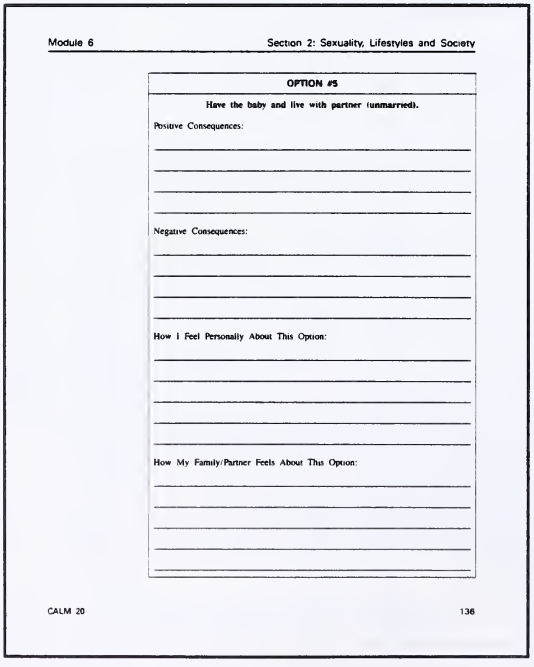
Positive Consequences:

Negative Consequences:

How I Feel Personally About This Option:

How My Family/Partner Feels About This Option:

CALM 20 135



Module 6 Section 2: Sexuality, Lifestyles and Society

OPTION #5

Have the baby and live with partner (unmarried).

Positive Consequences:

Negative Consequences:

How I Feel Personally About This Option:

How My Family/Partner Feels About This Option:

CALM 20 136

OPTION #6

Have the baby, and surrender it for adoption.

Positive Consequences:

Negative Consequences:

How I Feel About This Option:

How My Family/Partner Feels About This Option:

OPTION #7

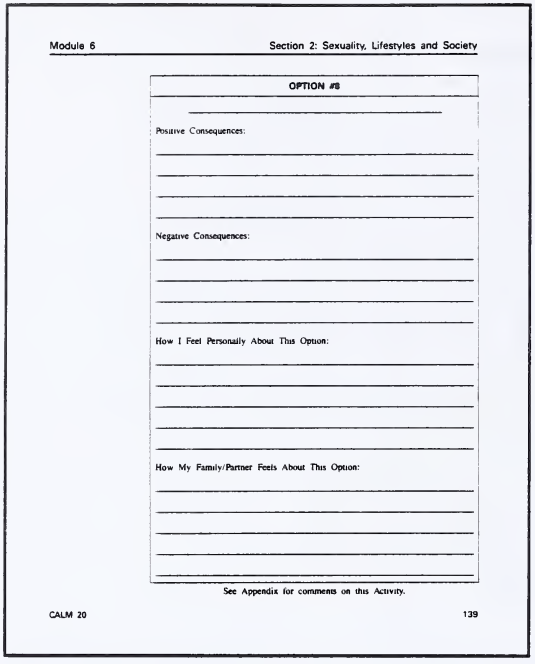
Abort the pregnancy.

Positive Consequences:

Negative Consequences:

How I Feel Personally About This Option:

How My Family/Partner Feels About This Option:



Module 6 Section 2: Sexuality, Lifestyles and Society

OPTION #8

Positive Consequences:

Negative Consequences:

How I Feel Personally About This Option:

How My Family/Partner Feels About This Option:

See Appendix for comments on this Activity.

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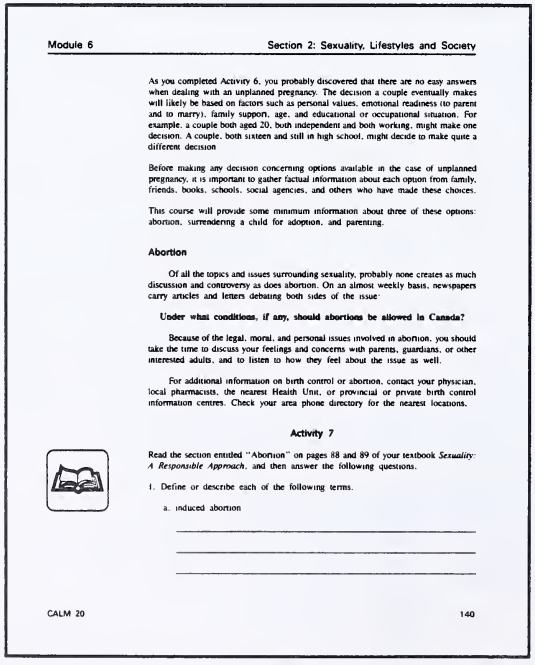


Module 6 Section 2: Sexuality, Lifestyles and Society

As you completed Activity 6, you probably discovered that there are no easy answers when dealing with an unplanned pregnancy. The decision a couple eventually makes will likely be based on factors such as personal values, emotional readiness (to parent and to marry), family support, age, and educational or occupational situation. For example, a couple both aged 20, both independent and both working, might make one decision. A couple, both sixteen and still in high school, might decide to make quite a different decision.

Before making any decision concerning options available in the case of unplanned pregnancy, it is important to gather factual information about each option from family, friends, books, schools, social agencies, and others who have made these choices.

This course will provide some minimum information about three of these options: abortion, surrendering a child for adoption, and parenting.

Abortion

Of all the topics and issues surrounding sexuality, probably none creates as much discussion and controversy as does abortion. On an almost weekly basis, newspapers carry articles and letters debating both sides of the issue.

Under what conditions, if any, should abortions be allowed in Canada?

Because of the legal, moral, and personal issues involved in abortion, you should take the time to discuss your feelings and concerns with parents, guardians, or other interested adults, and to listen to how they feel about the issue as well.

For additional information on birth control or abortion, contact your physician, local pharmacists, the nearest Health Unit, or provincial or private birth control information centres. Check your area phone directory for the nearest locations.

Activity 7

Read the section entitled "Abortion" on pages 88 and 89 of your textbook *Sexuality: A Responsible Approach*, and then answer the following questions.

1. Define or describe each of the following terms.

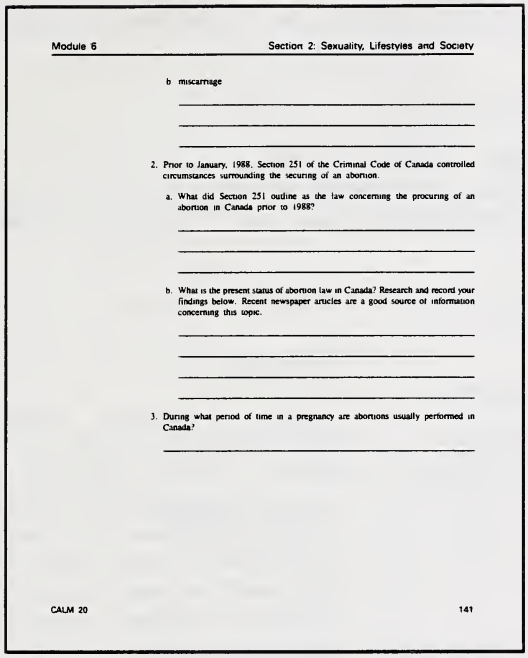
   a. induced abortion

CALM 20 140

Section 2: Activity 7

Comments:

Abortion is one of the more sensitive topics covered in Module 6. The learning facilitator should be sensitive to the level of comfort within the classroom and be aware that each family will have its own values concerning this option.



Module 6 Section 2: Sexuality, Lifestyles and Society

b miscarriage

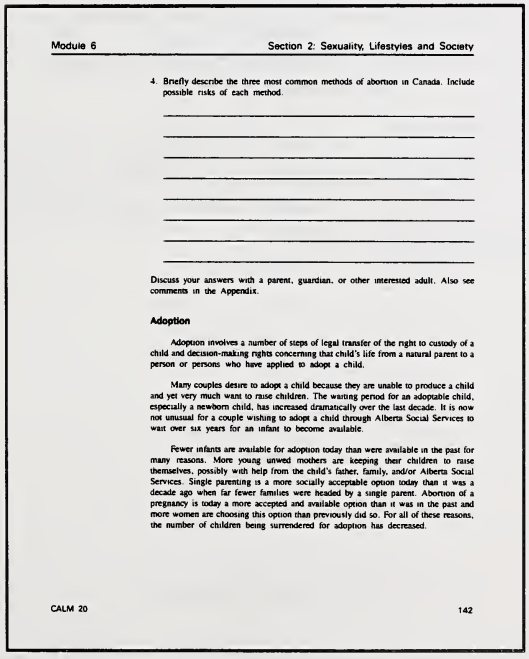
2. Prior to January, 1988, Section 251 of the Criminal Code of Canada controlled circumstances surrounding the securing of an abortion.

a. What did Section 251 outline as the law concerning the procuring of an abortion in Canada prior to 1988?

b. What is the present status of abortion law in Canada? Research and record your findings below. Recent newspaper articles are a good source of information concerning this topic.

3. During what period of time in a pregnancy are abortions usually performed in Canada?

CALM 20 141



Module 6 Section 2: Sexuality, Lifestyles and Society

4. Briefly describe the three most common methods of abortion in Canada. Include possible risks of each method.

Discuss your answers with a parent, guardian, or other interested adult. Also see comments in the Appendix.

Adoption

Adoption involves a number of steps of legal transfer of the right to custody of a child and decision-making rights concerning that child's life from a natural parent to a person or persons who have applied to adopt a child.

Many couples desire to adopt a child because they are unable to produce a child and yet very much want to raise children. The waiting period for an adoptable child, especially a newborn child, has increased dramatically over the last decade. It is now not unusual for a couple wishing to adopt a child through Alberta Social Services to wait over six years for an infant to become available.

Fewer infants are available for adoption today than were available in the past for many reasons. More young unwed mothers are keeping their children to raise themselves, possibly with help from the child's father, family, and/or Alberta Social Services. Single parenting is a more socially acceptable option today than it was a decade ago when far fewer families were headed by a single parent. Abortion of a pregnancy is today a more accepted and available option than it was in the past and more women are choosing this option than previously did so. For all of these reasons, the number of children being surrendered for adoption has decreased.

CALM 20 142

Answers:

1. a. *Induced abortions are those abortions that occur because of a medical procedure which ends a pregnancy.*

   b. *Miscarriages are naturally occurring abortions that occur because of the body's rejection of the fertilized egg due to illness, problems in the uterus, or for other medical reasons.*

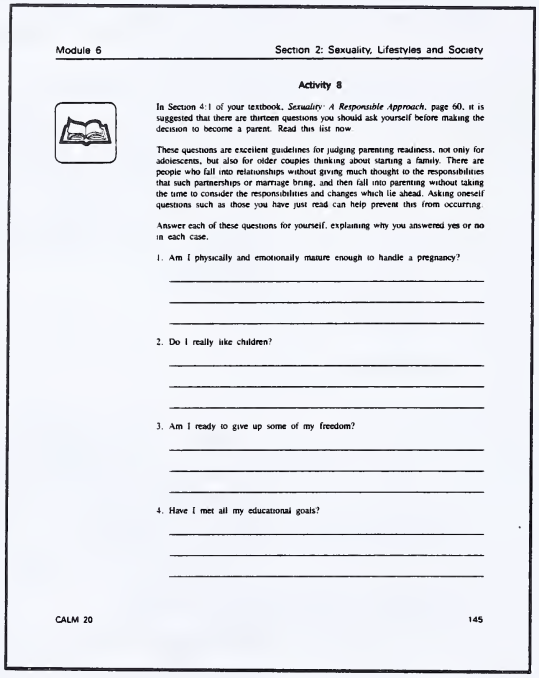
2. a. *Section 251 said that an abortion could only be performed with permission of a therapeutic abortion committee. Each woman's case was reviewed by such a committee; however, not all hospitals had such a committee.*

   b. *In 1988 a Supreme Court decision declared the abortion legislation in effect at that date to contravene the Canadian Charter of Rights and Freedoms. From January, 1988 to the date of the printing of this course, there has been no government legislation concerning abortion in effect. Bill C-43, an act which would have recriminalized abortion except under certain controlled guidelines, was passed by the House of Commons in 1990, but failed to pass the Senate early in 1991.*

3. a. *Abortions are best performed, and usually performed, during the first twelve weeks of pregnancy.*

   b. *Three common methods of abortion are*

   - *vacuum suction (possible risk: infection, but risks are low)*
   - *dilation and curettage (possible risk: bleeding or tearing of uterine lining)*
   - *dilation and evacuation (possible risk: increased risk of bleeding or tearing of lining)*



Module 6 Section 2: Sexuality, Lifestyles and Society

Activity 8

In Section 4:1 of your textbook, *Sexuality: A Responsible Approach*, page 60, it is suggested that there are thirteen questions you should ask yourself before making the decision to become a parent. Read this list now.

These questions are excellent guidelines for judging parenting readiness, not only for adolescents, but also for older couples thinking about starting a family. There are people who fall into relationships without giving much thought to the responsibilities that such partnerships or marriage bring, and then fall into parenting without taking the time to consider the responsibilities and changes which lie ahead. Asking oneself questions such as those you have just read can help prevent this from occurring.

Answer each of these questions for yourself, explaining why you answered yes or no in each case.

1. Am I physically and emotionally mature enough to handle a pregnancy?

2. Do I really like children?

3. Am I ready to give up some of my freedom?

4. Have I met all my educational goals?

CALM 20 145

Section 2: Activity 8

Comments:

Activity 8 introduces students to the responsibilities associated with choosing to become a parent. Although the activity is intended for personal use, students might be encouraged to follow up the answering of the questions with a small group discussion of their overall readiness to make the decision to parent. Additional follow-up questions might include these:

- "What responses that indicate a lack of readiness to parent would be the most difficult for you to change at this point in your life?"

- "People need to get a licence to operate a car. Should a course in parenting and a licence also be required before becoming a parent?"

5. Will raising a child at this point in my life be compatible with my social, emotional, and intellectual choices?

6. Do I have a good understanding of a child's needs and development?

7. Am I capable of giving a child the love that is needed?

8. Am I usually in control of my own emotions, especially when I am under stress?

9. Am I a patient person, especially around children?

10. Do I understand effective discipline?

11. Will I be able to provide for a child's health and safety?

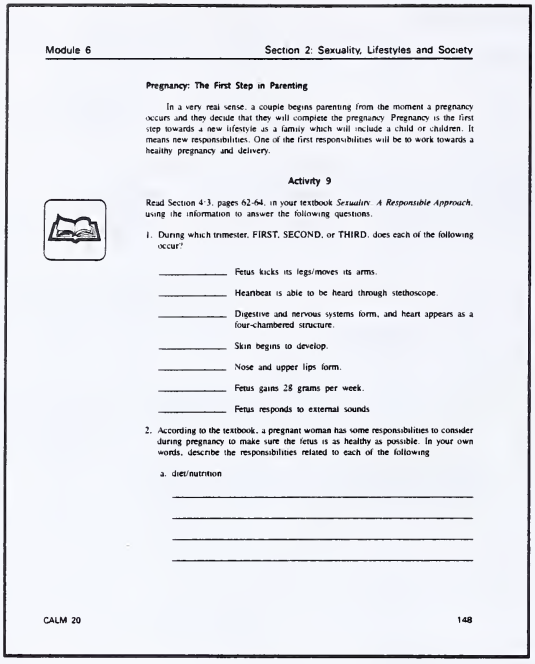
12. Do I have a partner whom I can count on to support my feelings about children and who will share the responsibilities of child raising?

13. Will I be financially able to provide for the needs of myself and my child?

14. Will I have other supports in place (family, friends) to assist me?

Discuss your answers with your parents, guardians, or other interested adult.

[1]Merrill Publishing for excerpts from *Sexuality: A Responsible Approach*, written by Linda Meeks-Mitchell and Philip Hett. Reprinted by permission of Merrill Publishing Company, Toronto, Ontario



Module 6 Section 2: Sexuality, Lifestyles and Society

Pregnancy: The First Step in Parenting

In a very real sense, a couple begins parenting from the moment a pregnancy occurs and they decide that they will complete the pregnancy. Pregnancy is the first step towards a new lifestyle as a family which will include a child or children. It means new responsibilities. One of the first responsibilities will be to work towards a healthy pregnancy and delivery.

Activity 9

Read Section 4:3, pages 62-64, in your textbook *Sexuality: A Responsible Approach*, using the information to answer the following questions.

1. During which trimester, FIRST, SECOND, or THIRD, does each of the following occur?

_____ Fetus kicks its legs/moves its arms.

_____ Heartbeat is able to be heard through stethoscope.

_____ Digestive and nervous systems form, and heart appears as a four-chambered structure.

_____ Skin begins to develop.

_____ Nose and upper lips form.

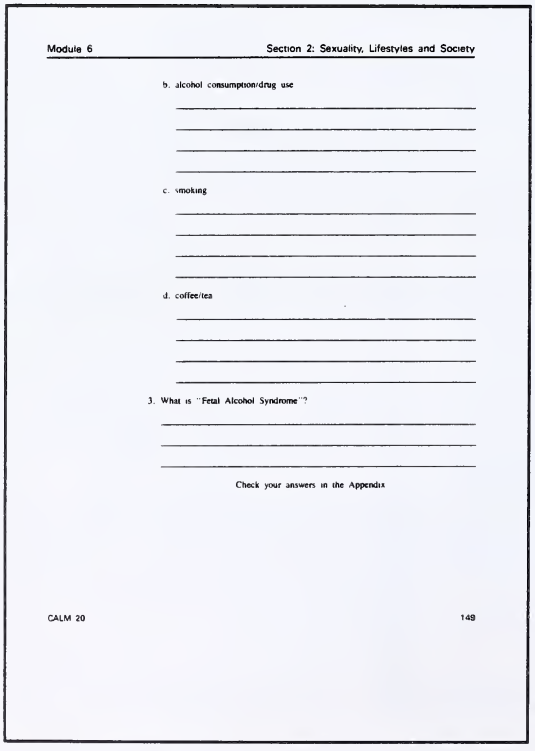
_____ Fetus gains 28 grams per week.

_____ Fetus responds to external sounds

2. According to the textbook, a pregnant woman has some responsibilities to consider during pregnancy to make sure the fetus is as healthy as possible. In your own words, describe the responsibilities related to each of the following

a. diet/nutrition

CALM 20 148



Module 6 Section 2: Sexuality, Lifestyles and Society

b. alcohol consumption/drug use

c. smoking

d. coffee/tea

3. What is "Fetal Alcohol Syndrome"?

Check your answers in the Appendix

CALM 20 149

Section 2: Activity 9

Comments:

This activity introduces students to the stages of development of the embryo/fetus during the nine months of pregnancy, and to the importance of personal health awareness during a pregnancy.

The learning facilitator might take the time to discuss or have a local health educator discuss the importance of prenatal care.

Answers:

1. *Second* Fetus kicks its legs/ moves its arms.

   Second Heartbeat is able to be heard through a stethoscope.

   First Digestive and nervous systems form and heart appears as a four-chambered structure.

   Second Skin begins to develop.

   First Nose and upper lips form.

   Third Fetus gains 28 grams per week.

   Second Fetus responds to external sounds.

2. *During pregnancy a female has to take special care in several areas:*

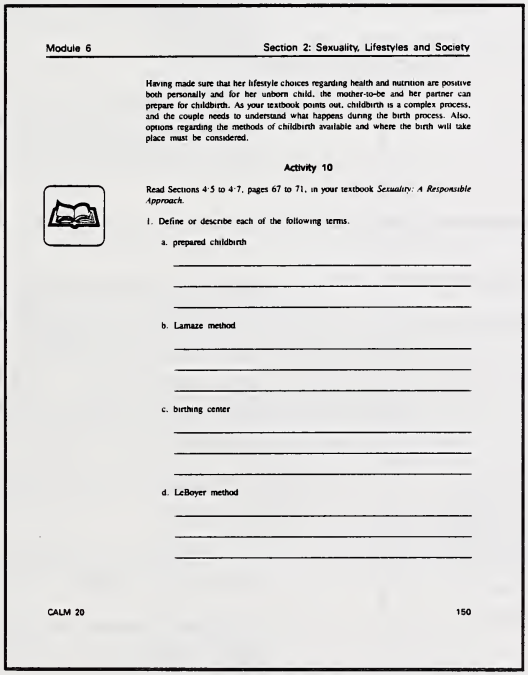
   a. *Diet and nutrition are especially important since whatever nutrients are ingested are being used by the fetus in its development. Also, the mother wants to be in good nutritional health to help her be physically prepared for childbirth and childcare.*

b. *Women should avoid the use of alcohol and other drugs. What the mother takes, the fetus takes, increasing the risk of damage to its development, and the possibility of fetal alcohol syndrome.*

c. *Smoking reduces the supply of oxygen to the fetus, can change the heart rate of the fetus, and leads to birth weights that might be too low.*

d. *Coffee and tea contain stimulants and the drug caffeine which are harmful to the developing fetus. (Herbal teas may be the exception.)*

e. *Fetal alcohol syndrome is a condition which may include birth defects, learning problems or retardation, nervous system disorders, and more. The condition is caused by the mother's use of alcohol during pregnancy.*



Module 6 Section 2: Sexuality, Lifestyles and Society

Having made sure that her lifestyle choices regarding health and nutrition are positive both personally and for her unborn child, the mother-to-be and her partner can prepare for childbirth. As your textbook points out, childbirth is a complex process, and the couple needs to understand what happens during the birth process. Also, options regarding the methods of childbirth available and where the birth will take place must be considered.

Activity 10

Read Sections 4-5 to 4-7, pages 67 to 71, in your textbook *Sexuality: A Responsible Approach.*

1. Define or describe each of the following terms.

a. prepared childbirth

b. Lamaze method

c. birthing center

d. LeBoyer method

CALM 20 150

Section 2: Activity 10

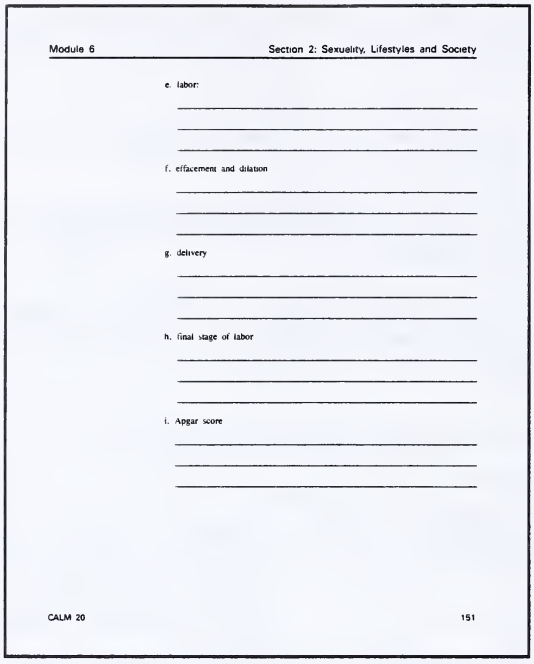
Answers:

1. a. *Prepared childbirth refers to the situation in which the prospective parents attend classes to learn as much as they can about pregnancy and birth.*

   b. *The Lamaze method is a method of preparing for and giving birth which teaches methods of relaxation and breathing to allow for a natural birth process.*

   c. *The term "birthing centre" refers to a location that is designed to be a nonhospital homelike setting usually located in or near a hospital.*

   d. *The Leboyer method is a technique of childbirth featuring soft lights, music, and bathing the baby in warm water for a more gentle entry into the world.*



Module 6 Section 2: Sexuality, Lifestyles and Society

e. labor:

f. effacement and dilation

g. delivery

h. final stage of labor

i. Apgar score

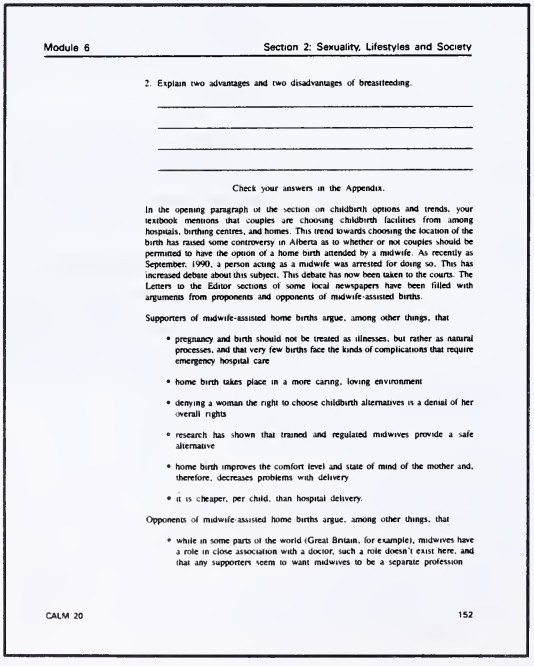
CALM 20 151

e. *Labor is the term used to describe the rhythmic regular contractions of the uterus that result in delivery of the child, placenta, and membranes.*

f. *Effacement is the thinning and shortening of the cervix. This allows the cervical opening to dilate or stretch open. Then the baby can enter the birth canal or vagina.*

g. *Delivery refers to the stage of labor in which the baby is fully removed from the uterus and vagina (or, in the case of a cesarean section, through the uterine and abdominal walls).*

h. *In the final stage of labor, the placenta (afterbirth) is expelled from the uterus through the vagina.*



Module 6 Section 2: Sexuality, Lifestyles and Society

2. Explain two advantages and two disadvantages of breastfeeding.

Check your answers in the Appendix.

In the opening paragraph of the section on childbirth options and trends, your textbook mentions that couples are choosing childbirth facilities from among hospitals, birthing centres, and homes. This trend towards choosing the location of the birth has raised some controversy in Alberta as to whether or not couples should be permitted to have the option of a home birth attended by a midwife. As recently as September, 1990, a person acting as a midwife was arrested for doing so. This has increased debate about this subject. This debate has now been taken to the courts. The Letters to the Editor sections of some local newspapers have been filled with arguments from proponents and opponents of midwife-assisted births.

Supporters of midwife-assisted home births argue, among other things, that

- pregnancy and birth should not be treated as illnesses, but rather as natural processes, and that very few births face the kinds of complications that require emergency hospital care
- home birth takes place in a more caring, loving environment
- denying a woman the right to choose childbirth alternatives is a denial of her overall rights
- research has shown that trained and regulated midwives provide a safe alternative
- home birth improves the comfort level and state of mind of the mother and, therefore, decreases problems with delivery
- it is cheaper, per child, than hospital delivery.

Opponents of midwife-assisted home births argue, among other things, that

- while in some parts of the world (Great Britain, for example), midwives have a role in close association with a doctor, such a role doesn't exist here, and that any supporters seem to want midwives to be a separate profession

CALM 20 152

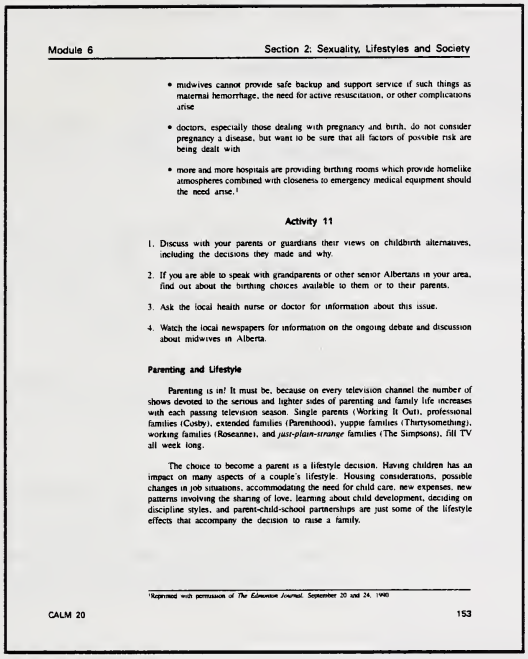
i. *The Apgar score is a grade given to a newborn to indicate its level of well-being. It is based on readings of the newborn's heart rate, respiration, reflexes, skin color, and the vigor of its crying.*

2. *Two advantages of breastfeeding may be the following:*

   - *It provides for bonding between mother and child.*
   - *It provides natural antibodies to help fight diseases.*

   Two disadvantages of breastfeeding may be the following:

   - *It causes discomfort in some nursing mothers.*
   - *Any alcohol or drugs in the mother's system may be passed on to the newborn.*



Module 6 Section 2: Sexuality, Lifestyles and Society

- midwives cannot provide safe backup and support service if such things as maternal hemorrhage, the need for active resuscitation, or other complications arise
- doctors, especially those dealing with pregnancy and birth, do not consider pregnancy a disease, but want to be sure that all factors of possible risk are being dealt with
- more and more hospitals are providing birthing rooms which provide homelike atmospheres combined with closeness to emergency medical equipment should the need arise.[1]

Activity 11

1. Discuss with your parents or guardians their views on childbirth alternatives, including the decisions they made and why.
2. If you are able to speak with grandparents or other senior Albertans in your area, find out about the birthing choices available to them or to their parents.
3. Ask the local health nurse or doctor for information about this issue.
4. Watch the local newspapers for information on the ongoing debate and discussion about midwives in Alberta.

Parenting and Lifestyle

Parenting is in! It must be, because on every television channel the number of shows devoted to the serious and lighter sides of parenting and family life increases with each passing television season. Single parents (Working It Out), professional families (Cosby), extended families (Parenthood), yuppie families (Thirtysomething), working families (Roseanne), and *just-plain-strange* families (The Simpsons), fill TV all week long.

The choice to become a parent is a lifestyle decision. Having children has an impact on many aspects of a couple's lifestyle. Housing considerations, possible changes in job situations, accommodating the need for child care, new expenses, new patterns involving the sharing of love, learning about child development, deciding on discipline styles, and parent-child-school partnerships are just some of the lifestyle effects that accompany the decision to raise a family.

[1]Reprinted with permission of *The Edmonton Journal*, September 20 and 24, 1990

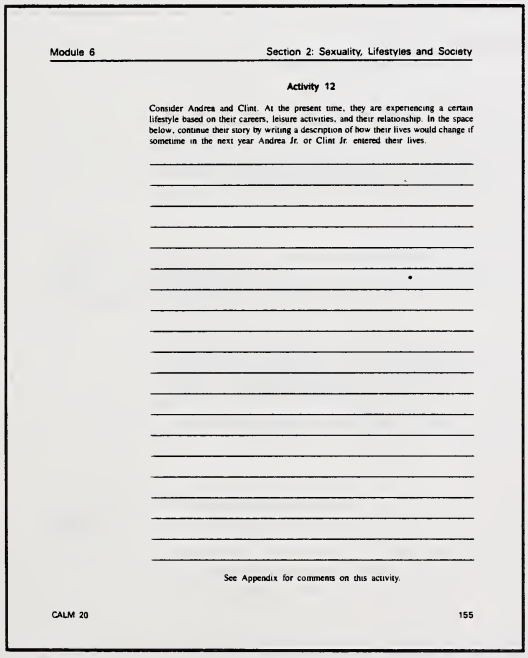
CALM 20 153

Section 2: Activity 11

Comments:

In Alberta there is presently a great deal of debate surrounding whether or not individuals should be allowed to practise midwifery. This activity introduces some of the pros and cons as stated by both medical and nonmedical persons, and asks students to discuss the issues with parents, grandparents, or others who may have had different methods of birth available to them.

The learning facilitator might arrange for a class debate, preparation for which would involve a researching of the topic further.



Module 6 Section 2: Sexuality, Lifestyles and Society

Activity 12

Consider Andrea and Clint. At the present time, they are experiencing a certain lifestyle based on their careers, leisure activities, and their relationship. In the space below, continue their story by writing a description of how their lives would change if sometime in the next year Andrea *Jr.* or Clint *Jr.* entered their lives.

See Appendix for comments on this activity.

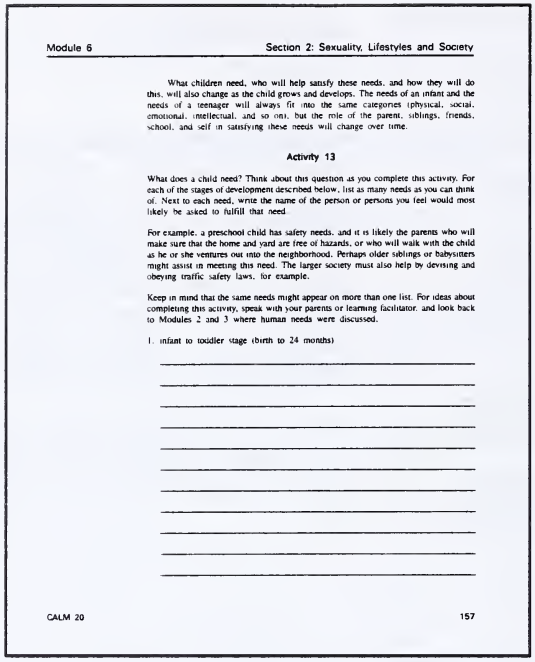
CALM 20 155

Section 2: Activity 12

Comments:

In this activity, students are asked to consider the lifestyle effects of choosing to have a child.

The learning facilitator might arrange for a *story time* situation in which members of the class read their completed case studies to the group. Discussion of the variety of alternative conclusions could then take place.



Module 6 Section 2: Sexuality, Lifestyles and Society

What children need, who will help satisfy these needs, and how they will do this, will also change as the child grows and develops. The needs of an infant and the needs of a teenager will always fit into the same categories (physical, social, emotional, intellectual, and so on), but the role of the parent, siblings, friends, school, and self in satisfying these needs will change over time.

Activity 13

What does a child need? Think about this question as you complete this activity. For each of the stages of development described below, list as many needs as you can think of. Next to each need, write the name of the person or persons you feel would most likely be asked to fulfill that need.

For example, a preschool child has safety needs, and it is likely the parents who will make sure that the home and yard are free of hazards, or who will walk with the child as he or she ventures out into the neighborhood. Perhaps older siblings or babysitters might assist in meeting this need. The larger society must also help by devising and obeying traffic safety laws, for example.

Keep in mind that the same needs might appear on more than one list. For ideas about completing this activity, speak with your parents or learning facilitator, and look back to Modules 2 and 3 where human needs were discussed.

1. infant to toddler stage (birth to 24 months)

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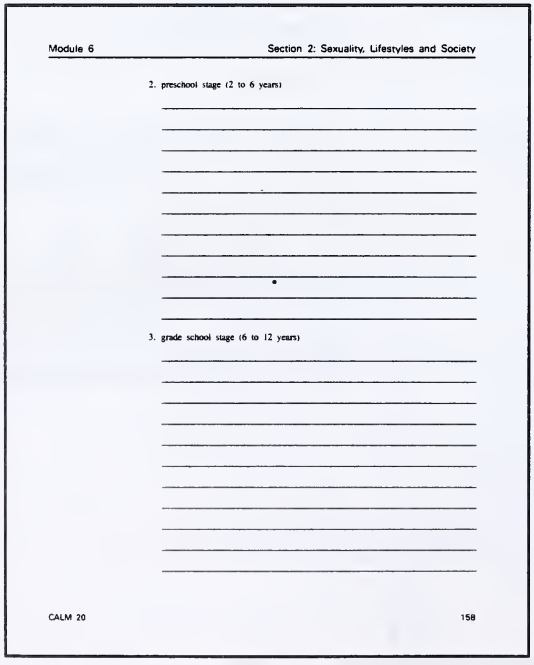


Module 6 Section 2: Sexuality, Lifestyles and Society

2. preschool stage (2 to 6 years)

3. grade school stage (6 to 12 years)

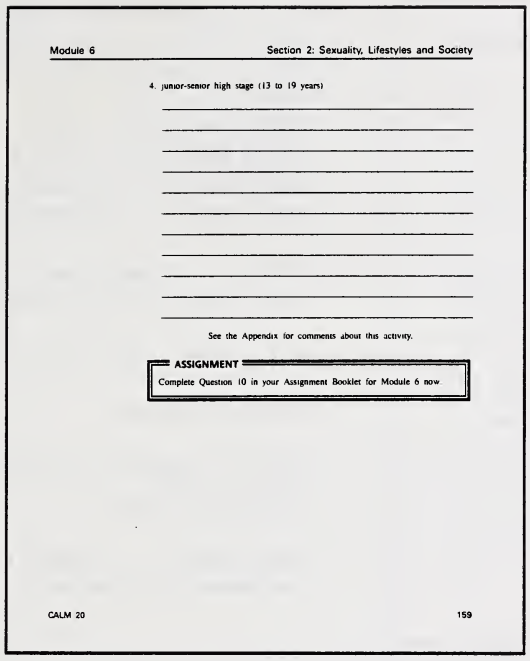
CALM 20 158

Section 2: Activity 13

Comments:

The learning facilitator might approach this discussion of children's needs in one of several ways.

- Working in small groups, students might be encouraged to research the concept of needs in children, each small group choosing one age range.
- Parents of children in each age range may be invited to discuss the needs of that group.
- The class may be divided into *needs groups* (physical, emotional, intellectual, and so on) with each group discussing that one need across all age ranges.



Module 6 Section 2: Sexuality, Lifestyles and Society

4. junior-senior high stage (13 to 19 years)

See the Appendix for comments about this activity.

ASSIGNMENT

Complete Question 10 in your Assignment Booklet for Module 6 now

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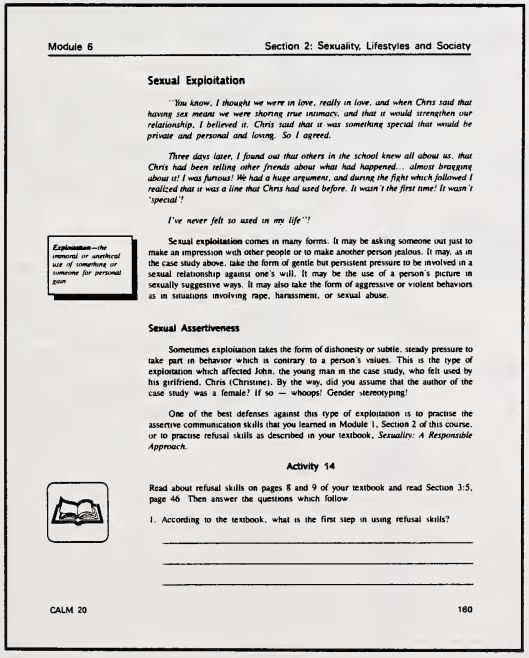


Module 6 Section 2: Sexuality, Lifestyles and Society

Sexual Exploitation

"You know, I thought we were in love, really in love, and when Chris said that having sex means we were sharing true intimacy, and that it would strengthen our relationship, I believed it. Chris said that it was something special that would be private and personal and loving. So I agreed.

Three days later, I found out that others in the school knew all about us, that Chris had been telling other friends about what had happened... almost bragging about it! I was furious! We had a huge argument, and during the fight which followed I realized that it was a line that Chris had used before. It wasn't the first time! It wasn't 'special'!

I've never felt so used in my life"!

Exploitation—the immoral or unethical use of something or someone for personal gain

Sexual **exploitation** comes in many forms. It may be asking someone out just to make an impression with other people or to make another person jealous. It may, as in the case study above, take the form of gentle but persistent pressure to be involved in a sexual relationship against one's will. It may be the use of a person's picture in sexually suggestive ways. It may also take the form of aggressive or violent behaviors as in situations involving rape, harassment, or sexual abuse.

Sexual Assertiveness

Sometimes exploitation takes the form of dishonesty or subtle, steady pressure to take part in behavior which is contrary to a person's values. This is the type of exploitation which affected John, the young man in the case study, who felt used by his girlfriend, Chris (Christine). By the way, did you assume that the author of the case study was a female? If so — whoops! Gender stereotyping!

One of the best defenses against this type of exploitation is to practise the assertive communication skills that you learned in Module 1, Section 2 of this course, or to practise refusal skills as described in your textbook, *Sexuality: A Responsible Approach*.

Activity 14

Read about refusal skills on pages 8 and 9 of your textbook and read Section 3:5, page 46. Then answer the questions which follow.

1. According to the textbook, what is the first step in using refusal skills?

CALM 20 160

Section 2: Activity 14

Comments:

This activity unites the communication and assertiveness skills learned in Module 1 and briefly reviewed in Module 6, Section 1 in a more specific sexually-related focus.

In preparation for using some of the refusal skills which will be discussed during this and Activity 15, the learning facilitator may wish to develop some scenarios (or use those in Activity 15) and develop a role-playing exercise.

Answers:

1. *According to the textbook, the first step in using refusal skills is to say "no," giving your reasons for saying so.*

2. The textbook (page 46) suggests three or four statements which can be used in step one

   a. Which of the four suggested statements would you feel the most comfortable using? Explain your choice.

   b. Suggest one additional statement you might make.

3. As a second step, the textbook suggests that you avoid situations that might lead to increased pressure. What are two situations a person might want to avoid?

4. What is the third step suggested by the authors of your textbook?

5. What might be other appropriate ways to express love or affection?

2. *Your choice of the best words to use will come from your own experience and levels of comfort. Generic ideas are helpful, but you need to put any suggestions made in the textbook or Module Booklet into your own context, to think about how they would work in your family, school, or friendship group.*

3. *Situations that might lead to additional sexual pressure would include*

   - *being home alone with a date*
   - *dating exclusively*
   - *going to isolated, away-from-the-crowd locations on dates*
   - *dating older, more sexually experienced individuals than yourself*

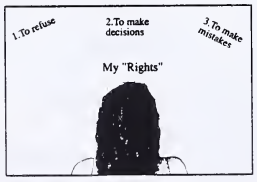
6. Just as in decision-making skills, one of the most important refusal skills is taking action. What type of action could a person take to confirm his or her refusal?

Check the Appendix for answers and comments.

Refusal skills are one example of assertive behavior. In Module 1, assertiveness was described as a willingness to negotiate, which is similar to the refusal skills step which suggests that alternatives be offered to the behavior which a person wishes to avoid.

It was also pointed out in Module 1 that assertive requests are based on legitimate rights both of oneself and the other person(s) involved in the situation. Some teachers of assertiveness training have pointed out that assertiveness is actually based on at least three rights:

- the right to make and to refuse a request
- the right to make your own decisions and to accept the consequences of those decisions
- the right to make a mistake, which includes the right to change your mind.[1]

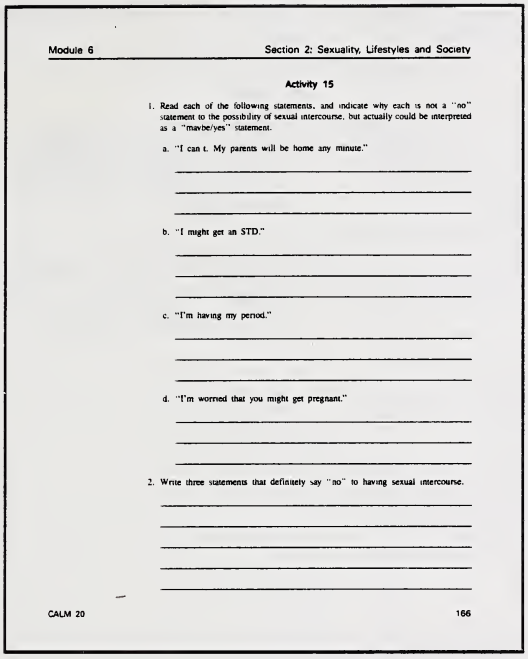


[1]Adapted from Strathcona County Board of Education Resources

4. *As a third step, the textbook says that you should provide alternatives.*

5. *It is possible to show affection through kissing, hugging, sharing time together, and talking and listening to each other as alternatives to heavier sexual involvement.*

6. *To confirm a refusal statement, a person might simply walk away from the pressure, hang up the telephone, call another friend or parent for a ride home, or avoid future situations that would lead to the same pressure being exerted again.*



Module 6 Section 2: Sexuality, Lifestyles and Society

Activity 15

1. Read each of the following statements, and indicate why each is not a "no" statement to the possibility of sexual intercourse, but actually could be interpreted as a "maybe/yes" statement.

a. "I can t. My parents will be home any minute."

b. "I might get an STD."

c. "I'm having my period."

d. "I'm worried that you might get pregnant."

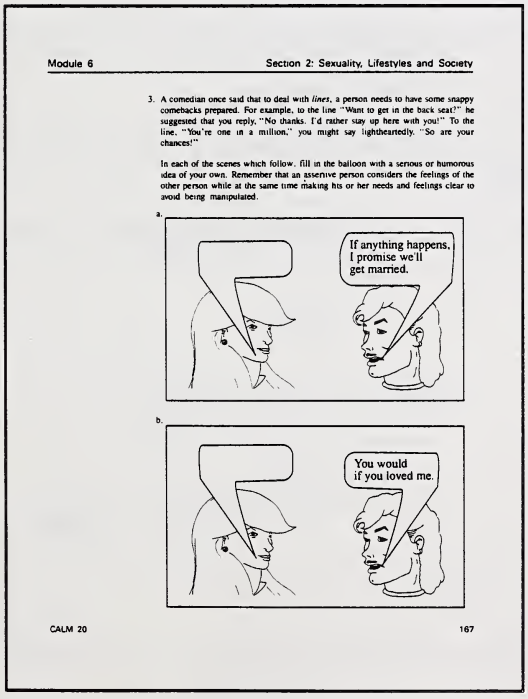
2. Write three statements that definitely say "no" to having sexual intercourse.

CALM 20 166

Section 2: Activity 15

Comments:

This activity follows an extensive look at refusal skills and three steps to assertiveness. This portion of the section lends itself to learning facilitator involvement in discussions about when and how to use effective communication and assertiveness skills. As mentioned previously, role-playing responses to each of the situations described in the activity allows students to experience saying "no" and use of the various steps of assertive behavior.



Module 6 Section 2: Sexuality, Lifestyles and Society

3. A comedian once said that to deal with *lines*, a person needs to have some snappy comebacks prepared. For example, to the line "Want to get in the back seat?" he suggested that you reply, "No thanks. I'd rather stay up here with you!" To the line, "You're one in a million," you might say lighthearedly, "So are your chances!"

In each of the scenes which follow, fill in the balloon with a serious or humorous idea of your own. Remember that an assertive person considers the feelings of the other person while at the same time making his or her needs and feelings clear to avoid being manipulated.

a.

b.

CALM 20 167

Answers:

The following are suggested responses only. Students should be encouraged to be creative but positive in their own responses.

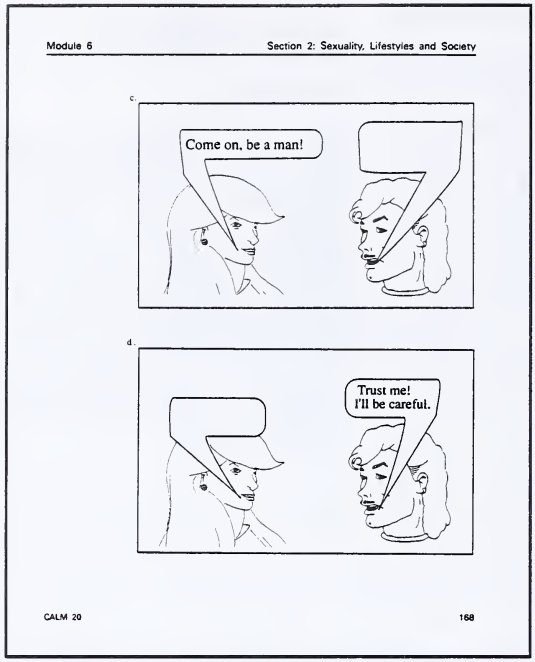
1. *Sometimes, although you mean to say "no," you actually may give the false impression that you could be encouraged to say "yes." The following responses to such statements could be made by an insistent person. You should think of possible "no" statements to counter each of these.*

   a. *"Okay, let's go to my place. My parents are gone for the whole weekend!"*

   b. *"Don't worry about it. I had a checkup just last week. I'm clean."*

   c. *"No problem. I'll give you a call in about six days."*

   d. *"Don't worry. I'm on the (pill, IUD, diaphragm...)."*



2. *Possible "no" statements could include these:*

   - *"No!"*
   - *"I don't believe intercourse should be a part of any relationship outside of marriage."*
   - *"I don't think a relationship should include the pressures that come with being involved sexually."*

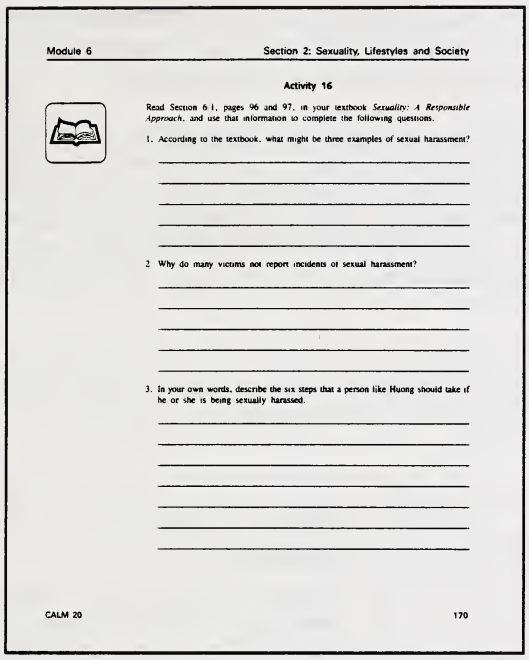
3. *Following are possible responses to the lines.*

   a. *"And I feel that if you loved me, you wouldn't be pressuring me all the time."*

   b. *"Why would I want to marry you? I hardly know you."*

   c. *"So, let's get this straight. Getting naked and doing something I don't want to do will make me a man. Boy, that's bizarre!"*

   d. *"How about this? Why don't you trust my instincts that this would be a lousy idea?"*



Module 6 Section 2: Sexuality, Lifestyles and Society

Activity 16

Read Section 6:1, pages 96 and 97, in your textbook *Sexuality: A Responsible Approach*, and use that information to complete the following questions.

1. According to the textbook, what might be three examples of sexual harassment?

2. Why do many victims not report incidents of sexual harassment?

3. In your own words, describe the six steps that a person like Huong should take if he or she is being sexually harassed.

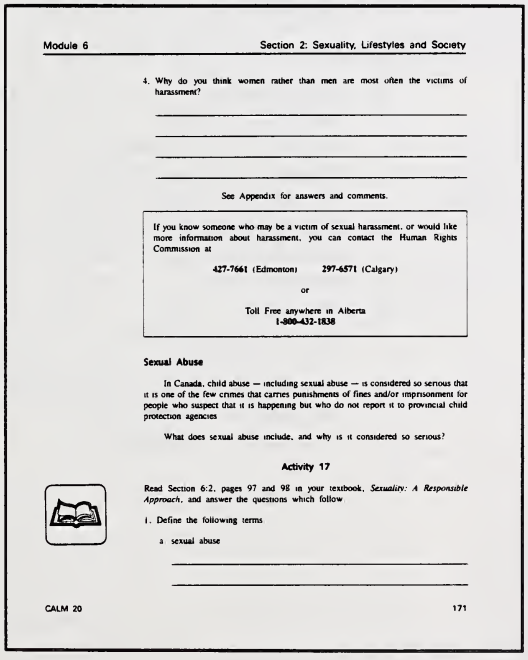
CALM 20 170

Section 2: Activity 16

Comments:

The learning facilitator might begin this activity by asking students to define the term sexual harassment, and then, using student input, put a list of examples of harassment on the blackboard.

As a follow up activity, students might brainstorm possible sources of support for a person who has been the victim of sexual harassment, abuse, or exploitation.



Module 6 Section 2: Sexuality, Lifestyles and Society

4. Why do you think women rather than men are most often the victims of harassment?

See Appendix for answers and comments.

If you know someone who may be a victim of sexual harassment, or would like more information about harassment, you can contact the Human Rights Commission at

427-7661 (Edmonton) 297-6571 (Calgary)

or

Toll Free anywhere in Alberta
1-800-432-1838

Sexual Abuse

In Canada, child abuse — including sexual abuse — is considered so serious that it is one of the few crimes that carries punishments of fines and/or imprisonment for people who suspect that it is happening but who do not report it to provincial child protection agencies.

What does sexual abuse include, and why is it considered so serious?

Activity 17

Read Section 6:2, pages 97 and 98 in your textbook, *Sexuality: A Responsible Approach*, and answer the questions which follow.

1. Define the following terms.

a sexual abuse

CALM 20 171

Answers:

1. *Sexual harassment comes in many forms including*

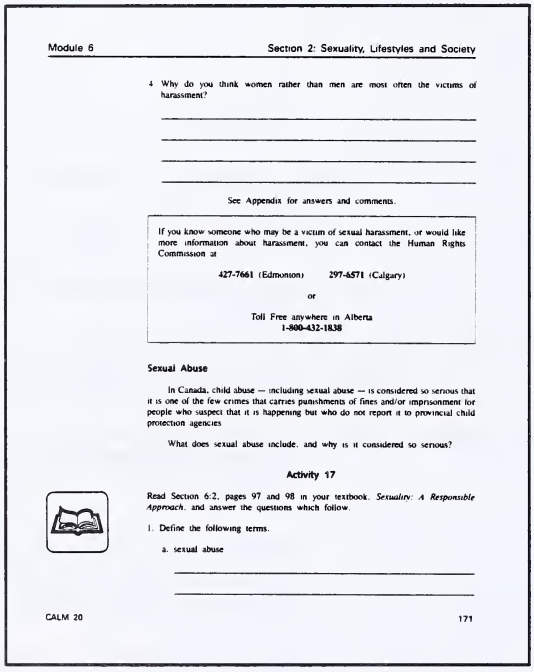
   - *verbal insults, sexual suggestions, or leering*
   - *physical advances such as touching or pinching*
   - *requests or pressure to give sexual favours under threat of being fired, or promises of being promoted*

   Whatever the method, it usually takes the form of a power trip by someone in authority over someone who is not.

2. *Many victims don't report incidents because of the threats and the inaccurate feeling that they may have actually caused their own problem. As well, there may be a feeling that no one else will believe them, and their complaint will have all been for nothing.*

3. *According to the textbook, it is important to document what happened and check to see if anyone else witnessed what happened. It is important to report to someone you trust and who you feel might be in a position to lend support to you. If you are aware of such a situation, you might choose to speak to a friend, parent, or teacher. You may speak to school authorities if the harassment occurs at school, or to work superiors if the harassment occurs on the job. Since there is human rights legislation against harassment, you may also seek legal counsel and/or report your case to the Human Rights Commission.*

4. *Women appear to be harassed more than men. This may be because in a power relationship at work or school, men are more often in positions of power and authority. Also, sexual aggression has been a trait traditionally encouraged in males, but not in females.*



Module 6 Section 2: Sexuality, Lifestyles and Society

4 Why do you think women rather than men are most often the victims of harassment?

See Appendix for answers and comments.

If you know someone who may be a victim of sexual harassment, or would like more information about harassment, you can contact the Human Rights Commission at

427-7661 (Edmonton) 297-6571 (Calgary)

or

Toll Free anywhere in Alberta
1-800-432-1838

Sexual Abuse

In Canada, child abuse — including sexual abuse — is considered so serious that it is one of the few crimes that carries punishments of fines and/or imprisonment for people who suspect that it is happening but who do not report it to provincial child protection agencies

What does sexual abuse include, and why is it considered so serious?

Activity 17

Read Section 6:2, pages 97 and 98 in your textbook, *Sexuality: A Responsible Approach*, and answer the questions which follow.

1. Define the following terms.

a. sexual abuse

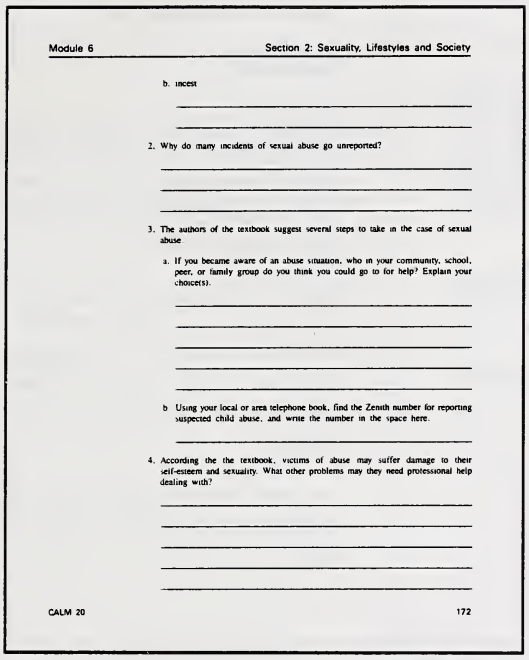
CALM 20 171

Section 2: Activity 17

Comments:

Activity 17 moves from cases of sexual harassment to those involving sexual abuse. This can be a very sensitive topic, given statistics which indicate that a significant percentage of females (and somewhat lesser number of males) have been sexually abused by the time they are young adults.

Discussions of the issue may trigger in some students a wish to discuss their own situations or situations involving their friends. Learning facilitators are advised to investigate available support resources or individuals in the community or region. Should a learning facilitator become aware of possible abuse — sexual, physical, or emotional — there is a legal obligation to report this possibility to local or provincial child protection services. (Reporting abuse to a school official — principal, counsellor, or similar administrator — does not constitute a response.)



Module 6 Section 2: Sexuality, Lifestyles and Society

b. incest

2. Why do many incidents of sexual abuse go unreported?

3. The authors of the textbook suggest several steps to take in the case of sexual abuse

a. If you became aware of an abuse situation, who in your community, school, peer, or family group do you think you could go to for help? Explain your choice(s).

b Using your local or area telephone book, find the Zenith number for reporting suspected child abuse, and write the number in the space here.

4. According the the textbook, victims of abuse may suffer damage to their self-esteem and sexuality. What other problems may they need professional help dealing with?

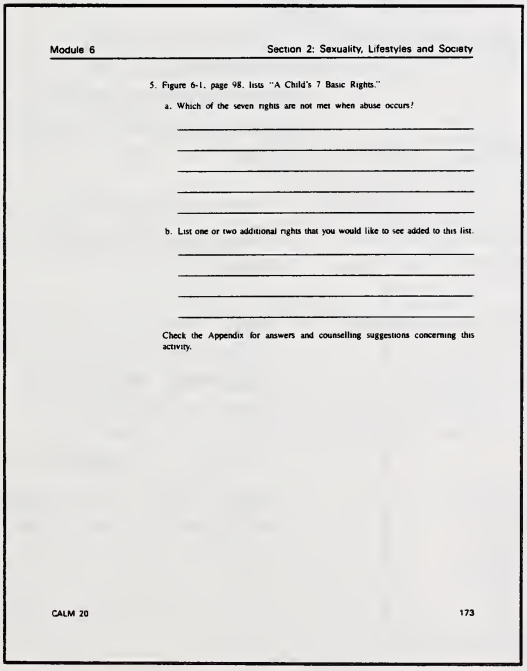
CALM 20 172

Answers:

1. a. *Sexual abuse is inappropriate behavior between an adult and a child. Often, the offending adult is in a position of authority and trust (parent, teacher, coach, or relative).*

   b. *Incest is any form of sexual activity that occurs between blood relatives or step-relatives. The activity might range from fondling to intercourse.*

2. *As with sexual harassment, many incidents go unreported because of fear. Some children are threatened that if they tell, no one will believe them, that they will be taken away from the family, that they will be hurt or killed, or that people will think it's their own fault.*



Module 6 Section 2: Sexuality, Lifestyles and Society

5. Figure 6-1, page 98, lists "A Child's 7 Basic Rights."

a. Which of the seven rights are not met when abuse occurs?

b. List one or two additional rights that you would like to see added to this list.

Check the Appendix for answers and counselling suggestions concerning this activity.

CALM 20 173

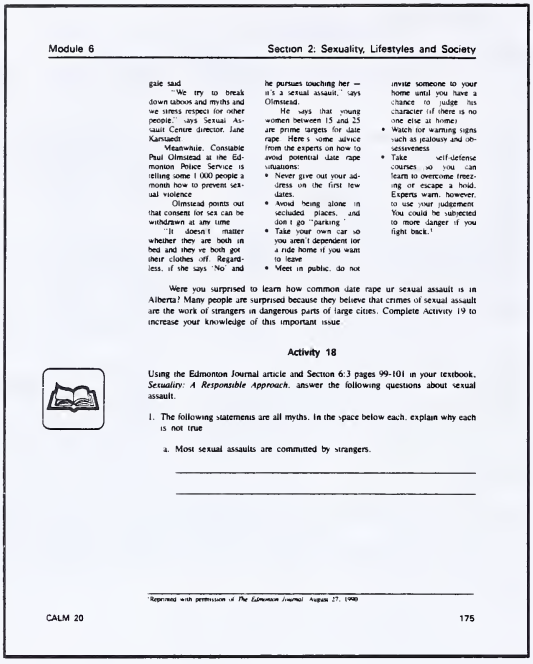
3. a. *It is good to have a personal support system available to you either for your own needs or to help a friend you are trying to support. A personal support system may include parents, relatives, siblings, coaches, teachers, or professional caregivers such as doctors, social workers, or counsellors.*

   b. *The number for reporting child abuse is Zenith 1234.*

   Dial 0 and ask the operator for Zenith 1234.

4. *In addition to esteem and sexuality problems, victims may also have problems with peer relationships and feelings of guilt.*

5. a. *In cases of abuse, all rights except 2 are not met to some degree. Rights 6 and 7 are especially violated, and so is Right 4 if the abuser is a parent.*



Module 6 Section 2: Sexuality, Lifestyles and Society

gaie said.

"We try to break down taboos and myths and we stress respect for other people," says Sexual Assault Centre director, Jane Karstaedt.

Meanwhile, Constable Paul Olmstead at the Edmonton Police Service is telling some 1 000 people a month how to prevent sexual violence.

Olmstead points out that consent for sex can be withdrawn at any time.

"It doesn't matter whether they are both in bed and they've both got their clothes off. Regardless, if she says 'No' and he pursues touching her — it's a sexual assault," says Olmstead.

He says that young women between 15 and 25 are prime targets for date rape. Here's some advice from the experts on how to avoid potential date rape situations:

- Never give out your address on the first few dates.
- Avoid being alone in secluded places, and don't go "parking".
- Take your own car so you aren't dependent for a ride home if you want to leave.
- Meet in public, do not invite someone to your home until you have a chance to judge his character (if there is no one else at home).
- Watch for warning signs such as jealousy and obsessiveness.
- Take self-defense courses so you can learn to overcome freezing or escape a hold. Experts warn, however, to use your judgement. You could be subjected to more danger if you fight back.[1]

Were you surprised to learn how common date rape or sexual assault is in Alberta? Many people are surprised because they believe that crimes of sexual assault are the work of strangers in dangerous parts of large cities. Complete Activity 19 to increase your knowledge of this important issue.

Activity 18

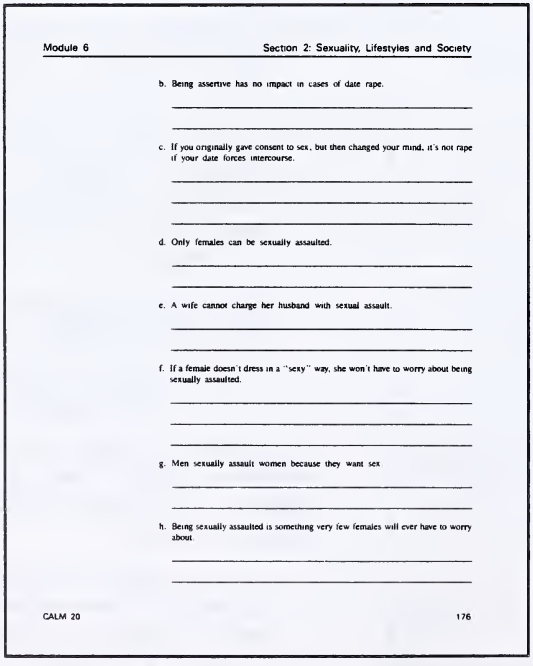
Using the Edmonton Journal article and Section 6.3 pages 99-101 in your textbook, *Sexuality: A Responsible Approach*, answer the following questions about sexual assault.

1. The following statements are all myths. In the space below each, explain why each is not true.

   a. Most sexual assaults are committed by strangers.

[1]Reprinted with permission of *The Edmonton Journal*, August 27, 1990.

CALM 20 175



Module 6 Section 2: Sexuality, Lifestyles and Society

b. Being assertive has no impact in cases of date rape.

c. If you originally gave consent to sex, but then changed your mind, it's not rape if your date forces intercourse.

d. Only females can be sexually assaulted.

e. A wife cannot charge her husband with sexual assault.

f. If a female doesn't dress in a "sexy" way, she won't have to worry about being sexually assaulted.

g. Men sexually assault women because they want sex.

h. Being sexually assaulted is something very few females will ever have to worry about.

CALM 20 176

Section 2: Activity 18

Comments:

Learning facilitators might open discussion of this portion of Section 2 by placing the words *Dangerous Dating* on the blackboard, and asking for student responses to what the phrase might mean.

Students might also be encouraged to answer the question, "What should she do?", referring to the newspaper article's description of Tracy, whose date is attempting to change their plans for the evening.

An open discussion of how to reduce the chance of such assaults might conclude this activity.

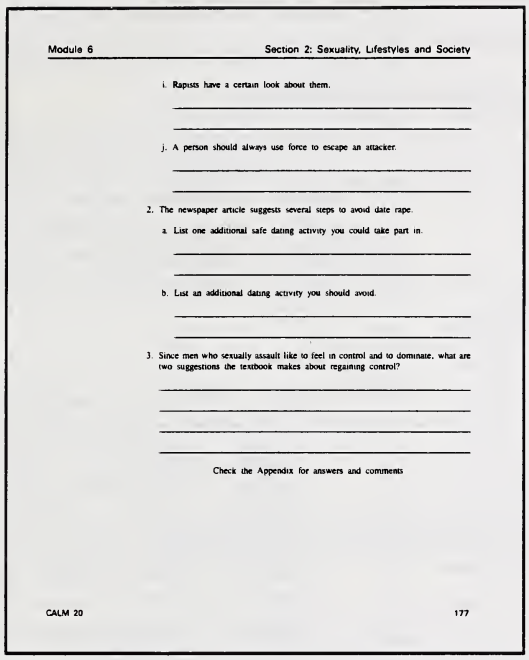
Answers:

1. *A tremendous number of myths surround the issue of sexual assault. The correct information for the list of myths presented follows:*

   a. *The majority of sexual assaults are committed by persons known to the victims.*

   b. *There are cases in which being assertive at a point early in the sexual assault will cause the person seeking power to back down.*

   c. *A person can change her or his mind about what is appropriate or acceptable in any situation at any time.*



Module 6 Section 2: Sexuality, Lifestyles and Society

i. Rapists have a certain look about them.

_____

_____

j. A person should always use force to escape an attacker.

_____

_____

2. The newspaper article suggests several steps to avoid date rape.

a. List one additional safe dating activity you could take part in.

_____

_____

b. List an additional dating activity you should avoid.

_____

_____

3. Since men who sexually assault like to feel in control and to dominate, what are two suggestions the textbook makes about regaining control?

_____

_____

_____

_____

Check the Appendix for answers and comments

CALM 20 177

d. *Although females are most often the victims of assault, there are many cases of males being assaulted as well.*

e. *A wife can indeed charge her husband with sexual assault.*

f. *Dressing sexy has nothing to do with sexual assault. Rape is not necessarily an act of sexual desire, but rather an attempt to inflict pain and power on another person. Sex is just the weapon that is used.*

g. *See answer f.*

h. *According to your textbook, some studies indicate as many as one in four females will be sexually assaulted at some time in their lives.*

i. *There is no such thing as a look about a person who sexually assaults.*

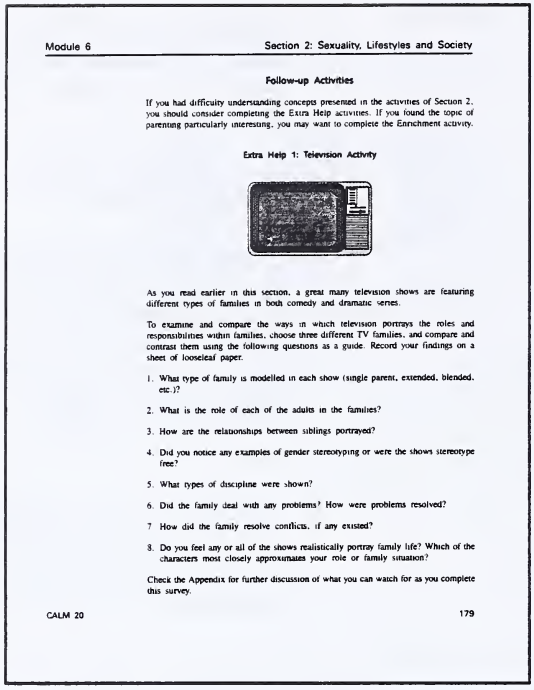
j. *Police indicate that there may be times when an attempt to use force against an attacker will simply aggravate the situation further. A person being attacked must take whatever measures seem best at the time.*

2. *The textbook suggests that to avoid situations where date rape might occur, you could*

- *double date whenever possible*
- *remove yourself from a threatening situation as soon as possible*
- *be especially careful around a date who is using alcohol or other drugs*

3. *To regain control, the textbook suggests that a person in danger of being assaulted should*

- *scream, argue, bite, or use self-defense tactics (if appropriate)*
- *act crazy, or even throw up*
- *be assertive; act in a controlled way*
- *run!*



Module 6 Section 2: Sexuality, Lifestyles and Society

Follow-up Activities

If you had difficulty understanding concepts presented in the activities of Section 2, you should consider completing the Extra Help activities. If you found the topic of parenting particularly interesting, you may want to complete the Enrichment activity.

Extra Help 1: Television Activity

As you read earlier in this section, a great many television shows are featuring different types of families in both comedy and dramatic series.

To examine and compare the ways in which television portrays the roles and responsibilities within families, choose three different TV families, and compare and contrast them using the following questions as a guide. Record your findings on a sheet of looseleaf paper.

1. What type of family is modelled in each show (single parent, extended, blended, etc.)?
2. What is the role of each of the adults in the families?
3. How are the relationships between siblings portrayed?
4. Did you notice any examples of gender stereotyping or were the shows stereotype free?
5. What types of discipline were shown?
6. Did the family deal with any problems? How were problems resolved?
7. How did the family resolve conflicts, if any existed?
8. Do you feel any or all of the shows realistically portray family life? Which of the characters most closely approximates your role or family situation?

Check the Appendix for further discussion of what you can watch for as you complete this survey.

CALM 20 179

Section 2: Follow-up Activities

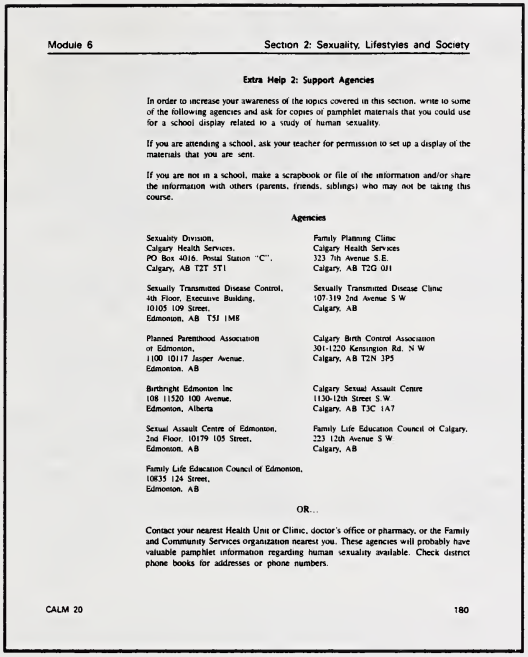
Extra Help 1: Television Activity

Comments:

This is the kind of *homework* students often love...a chance to watch television. If a number of students choose to complete this activity, the learning facilitator might assign a different show to each participant, and then conduct a group discussion of the suggested questions.

Answers:

1. *You may find traditional families (mother, father and children), one-parent families (one-parent and children) families of only husband and wife (no children), blended families (parent, step-parent, and children of one or both parents), extended families (mother and father, children, plus other relatives like cousins, grandparents, aunts/uncles living as a family unit).*
2. *How do adults share jobs in the family. Which adults bring in money to pay the bills? Which adults handle childcare? Which adults do which specific household tasks like cooking and cleaning? Which adult makes which type of decisions about family life? Are these roles guarded or shared?*
3. *Siblings are brothers and sisters. Do they argue, get along well, compete, defend one another? What roles do eldest, middle, and youngest children take on?*
4. *Do any of the role portrayals in the shows assume that women/girls or men/boys will automatically act certain ways or handle certain roles because of their gender?*
5. *Are parents very permissive, allowing their children to define their own limits on behavior? Or are there a core of family rules as well as some chances for children to make individual decisions? Are parents authoritative, giving very little scope for children to make individual decisions?*
6. *Are problems resolved as a family group? by parents alone? by children alone? Which individuals outside the family unit are turned to for help? What problems seem to be most commonly met by these families?*
7. *If family members were in conflict, did they try to communicate assertively? Were they aggressive or passive with each other?*
8. *Are any of the family situations you viewed similar in any way to your own family situation? Did the families viewed suggest any basic generalizations about family life in North America that you believe are basically realistic? basically unrealistic?*



Module 6 Section 2: Sexuality, Lifestyles and Society

Extra Help 2: Support Agencies

In order to increase your awareness of the topics covered in this section, write to some of the following agencies and ask for copies of pamphlet materials that you could use for a school display related to a study of human sexuality.

If you are attending a school, ask your teacher for permission to set up a display of the materials that you are sent.

If you are not in a school, make a scrapbook or file of the information and/or share the information with others (parents, friends, siblings) who may not be taking this course.

Agencies

Sexuality Division,
Calgary Health Services,
PO Box 4016, Postal Station "C",
Calgary, AB T2T 5T1

Family Planning Clinic
Calgary Health Services
323 7th Avenue S.E.
Calgary, AB T2G 0J1

Sexually Transmitted Disease Control,
4th Floor, Executive Building,
10105 109 Street,
Edmonton, AB T5J 1M8

Sexually Transmitted Disease Clinic
107-319 2nd Avenue S.W.
Calgary, AB

Planned Parenthood Association
of Edmonton,
1100 10117 Jasper Avenue,
Edmonton, AB

Calgary Birth Control Association
301-1220 Kensington Rd. N.W.
Calgary, AB T2N 3P5

Birthright Edmonton Inc
108 11520 100 Avenue,
Edmonton, Alberta

Calgary Sexual Assault Centre
1130-12th Street S.W.
Calgary, AB T3C 1A7

Sexual Assault Centre of Edmonton,
2nd Floor, 10179 105 Street,
Edmonton, AB

Family Life Education Council of Calgary,
223 12th Avenue S.W.
Calgary, AB

Family Life Education Council of Edmonton,
10835 124 Street,
Edmonton, AB

OR...

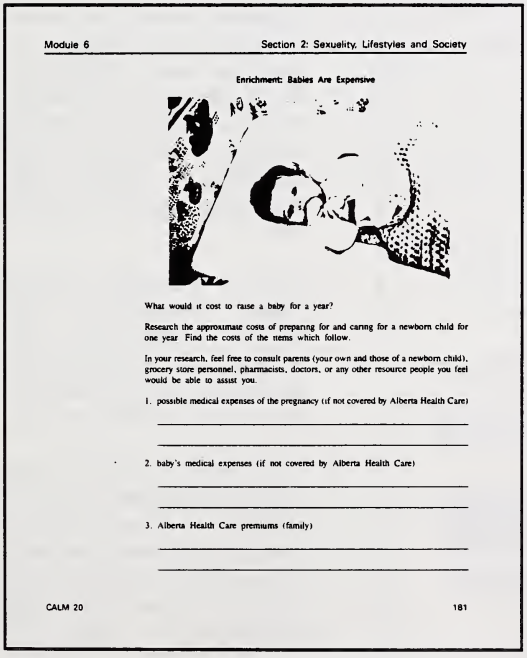
Contact your nearest Health Unit or Clinic, doctor's office or pharmacy, or the Family and Community Services organization nearest you. These agencies will probably have valuable pamphlet information regarding human sexuality available. Check district phone books for addresses or phone numbers.

CALM 20 180

Extra Help 2: Support Agencies

Comments:

This activity lends itself to a class project which may be shared with the rest of the school. Students can research the various support agencies, collect their literature, and then, using various bulletin boards, the counselling area, library, or individual classroom, set out displays and information. Material collected can be donated to the vertical files of the library.



Module 6 Section 2: Sexuality, Lifestyles and Society

Enrichment: Babies Are Expensive

What would it cost to raise a baby for a year?

Research the approximate costs of preparing for and caring for a newborn child for one year. Find the costs of the items which follow.

In your research, feel free to consult parents (your own and those of a newborn child), grocery store personnel, pharmacists, doctors, or any other resource people you feel would be able to assist you.

1. possible medical expenses of the pregnancy (if not covered by Alberta Health Care)

2. baby's medical expenses (if not covered by Alberta Health Care)

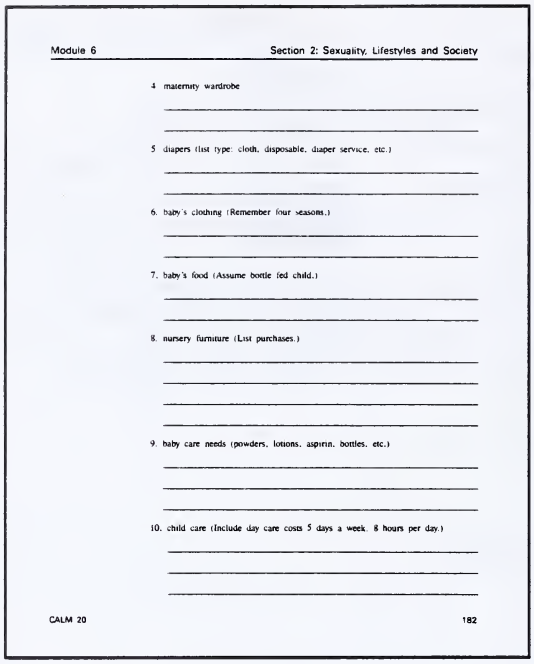
3. Alberta Health Care premiums (family)

CALM 20 181

Enrichment: Babies Are Expensive

Comments:

This is an excellent small group research project. Working in groups, students could "shop" for the items on the list using resources including parent support, local medical personnel, catalogs, or local merchants. Group findings could be reported to the class. Additional information such as rent costs, general food costs, utilities, and so on, could be added from research done in other modules of CALM.



Module 6 Section 2: Sexuality, Lifestyles and Society

4. maternity wardrobe

5. diapers (list type: cloth, disposable, diaper service, etc.)

6. baby's clothing (Remember four seasons.)

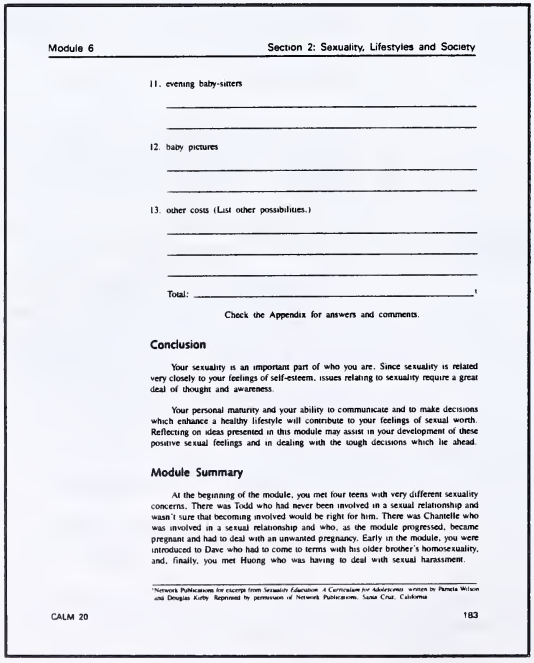
7. baby's food (Assume bottle fed child.)

8. nursery furniture (List purchases.)

9. baby care needs (powders, lotions, aspirin, bottles, etc.)

10. child care (Include day care costs 5 days a week, 8 hours per day.)

CALM 20 182



Module 6 Section 2: Sexuality, Lifestyles and Society

11. evening baby-sitters

12. baby pictures

13. other costs (List other possibilities.)

Total: _____[1]

Check the Appendix for answers and comments.

Conclusion

Your sexuality is an important part of who you are. Since sexuality is related very closely to your feelings of self-esteem, issues relating to sexuality require a great deal of thought and awareness.

Your personal maturity and your ability to communicate and to make decisions which enhance a healthy lifestyle will contribute to your feelings of sexual worth. Reflecting on ideas presented in this module may assist in your development of these positive sexual feelings and in dealing with the tough decisions which lie ahead.

Module Summary

At the beginning of the module, you met four teens with very different sexuality concerns. There was Todd who had never been involved in a sexual relationship and wasn't sure that becoming involved would be right for him. There was Chantelle who was involved in a sexual relationship and who, as the module progressed, became pregnant and had to deal with an unwanted pregnancy. Early in the module, you were introduced to Dave who had to come to terms with his older brother's homosexuality, and, finally, you met Huong who was having to deal with sexual harassment.

[1]Network Publications for excerpt from *Sexuality Education: A Curriculum for Adolescents* written by Pamela Wilson and Douglas Kirby. Reprinted by permission of Network Publications, Santa Cruz, California

CALM 20 183

Answers:

1. *If you did not have Alberta Health Care (which is unlikely here in Alberta), possible medical expenses could run into the thousands of dollars for hospital, doctor, and prescription expenses for the mother of the child.*

2. *Even with Alberta Health Care, medications for the baby for everything from colic to colds to viruses could cost in the hundreds of dollars.*

3. *Family health care premiums are subject to change. At the time of this writing, the unsubsidized family rate is $46.00 per month.*

4. *Maternity clothes can be a high-cost or low-cost item. A woman who continues to work may need a different wardrobe than her counterpart who remains at home in the latter stages of the pregnancy. A summer pregnancy may require different spending on clothes than a winter pregnancy. Expect to spend about $300 or more.*

5. *The cost of diapers will depend on your choice. Disposable? Private diaper service? Cloth diapers that you wash yourself (add extra detergent and water bill costs)? Do you think it might range from $200 to $400 per year?*

6. *The amount you will spend on baby clothing will depend on how much of that clothing will be new, and whether you are able to get clothes from someone who has a baby who has grown out of his/her clothes. It's not unreasonable to expect the cost to be as high as $200 to $300.*

7. *You might be able to save some money by breastfeeding. Although babies don't eat large amounts of food, they eat often. Will you buy everything ready made, or buy a blender and make your own? Figure a cost of $600 or more.*

8. *As with the clothing, will all your baby's furniture be new? Will you shop garage sales or borrow from other new parents or go through a relative's basement? Do you know an infant car seat can be rented from some service clubs, or that a new buggy could easily cost $200? What's your total?*

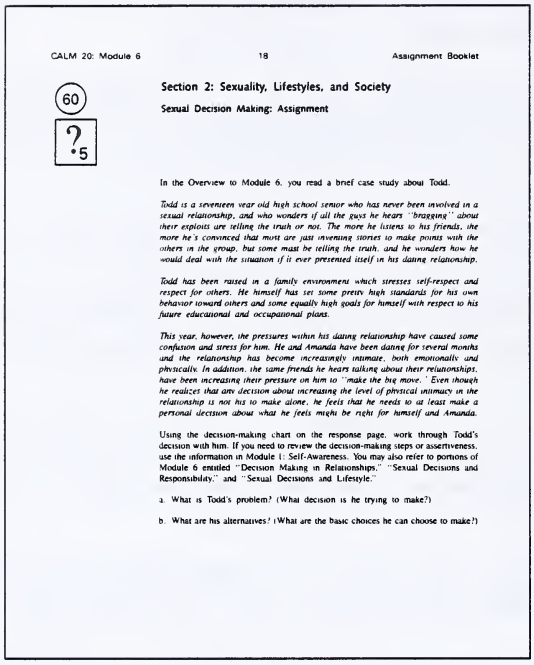
9. *Probably $100 to $150 could keep the baby in talcum, shampoo, soaps, lotions, and so on.*

10. *Are you going to work after the baby is born? Have you checked out the cost of a day-care facility in your community? Is it subsidized at all (supported with government tax money), or will you have to pay for it all yourself? Will you have a parent or day-home provider take some of the responsibility? Care could cost you several thousand dollars per year.*

11. *What do evening babysitters charge in your area? Will you go out every weekend? Don't forget to add entertainment costs into your budget if you do. Even at $2 per hour for 12 hours per month, it would cost you $288 per year for sitters. Would a relative babysit on occasion for free?*

12. *Baby picture specials will flow your way. About $50 to $100 should take care of all the photographs for the first year (unless you are going to buy your own camera).*

Teacher-Assessed Assignments



CALM 20: Module 6 18 Assignment Booklet

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Section 2: Sexuality, Lifestyles, and Society

Sexual Decision Making: Assignment

In the Overview to Module 6, you read a brief case study about Todd.

Todd is a seventeen year old high school senior who has never been involved in a sexual relationship, and who wonders if all the guys he hears "bragging" about their exploits are telling the truth or not. The more he listens to his friends, the more he's convinced that most are just inventing stories to make points with the others in the group, but some must be telling the truth, and he wonders how he would deal with the situation if it ever presented itself in his dating relationship.

Todd has been raised in a family environment which stresses self-respect and respect for others. He himself has set some pretty high standards for his own behavior toward others and some equally high goals for himself with respect to his future educational and occupational plans.

This year, however, the pressures within his dating relationship have caused some confusion and stress for him. He and Amanda have been dating for several months and the relationship has become increasingly intimate, both emotionally and physically. In addition, the same friends he hears talking about their relationships, have been increasing their pressure on him to "make the big move." Even though he realizes that any decision about increasing the level of physical intimacy in the relationship is not his to make alone, he feels that he needs to at least make a personal decision about what he feels might be right for himself and Amanda.

Using the decision-making chart on the response page, work through Todd's decision with him. If you need to review the decision-making steps or assertiveness, use the information in Module 1: Self-Awareness. You may also refer to portions of Module 6 entitled "Decision Making in Relationships," "Sexual Decisions and Responsibility," and "Sexual Decisions and Lifestyle."

a. What is Todd's problem? (What decision is he trying to make?)

b. What are his alternatives? (What are the basic choices he can choose to make?)

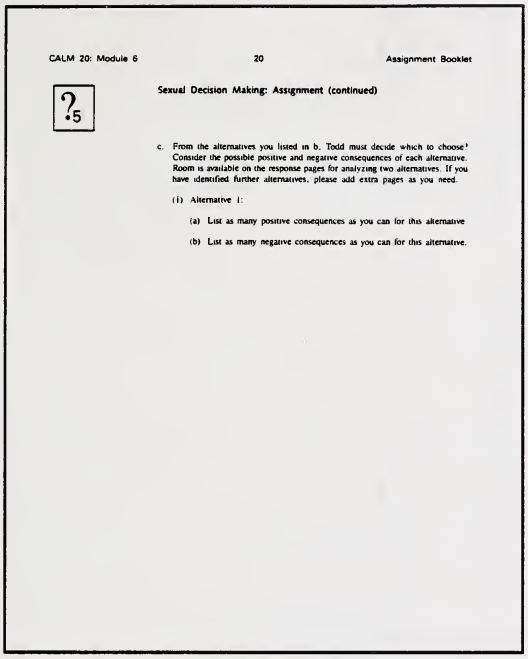
Section 2: Question 5

Comments:

This assignment provides students with an opportunity to demonstrate their knowledge of and skill in using the decision-making process as they follow a case study involving a sexual decision.

While each student may arrive at a different decision reflecting his or her own value system and background, all answers should indicate familiarity with the process itself.

As well, student answers should show that sufficient time and thought has gone into the selection of alternatives and consequences and into the subsequent answers to the questions about future choices and decisions.



CALM 20: Module 6 20 Assignment Booklet

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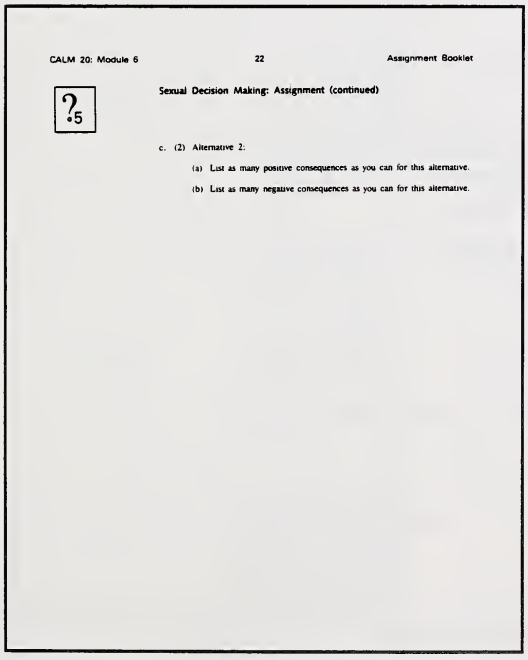
Sexual Decision Making: Assignment (continued)

c. From the alternatives you listed in b, Todd must decide which to choose? Consider the possible positive and negative consequences of each alternative. Room is available on the response pages for analyzing two alternatives. If you have identified further alternatives, please add extra pages as you need.

(1) Alternative 1:

(a) List as many positive consequences as you can for this alternative

(b) List as many negative consequences as you can for this alternative.



CALM 20: Module 6 22 Assignment Booklet

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Sexual Decision Making: Assignment (continued)

c. (2) Alternative 2:

(a) List as many positive consequences as you can for this alternative.

(b) List as many negative consequences as you can for this alternative.

The learning facilitator should be cautious that his or her own values do not affect the grading of sections of the answer such as the selection of possible alternatives or the list of positive and negative consequences.

CALM 20: Module 6 24 Assignment Booklet

Sexual Decision Making: Assignment (continued)

d. Which choice of alternative would you make if you were Todd? Explain how you weighed the alternatives to arrive at this decision.

CALM 20: Module 6 26 Assignment Booklet

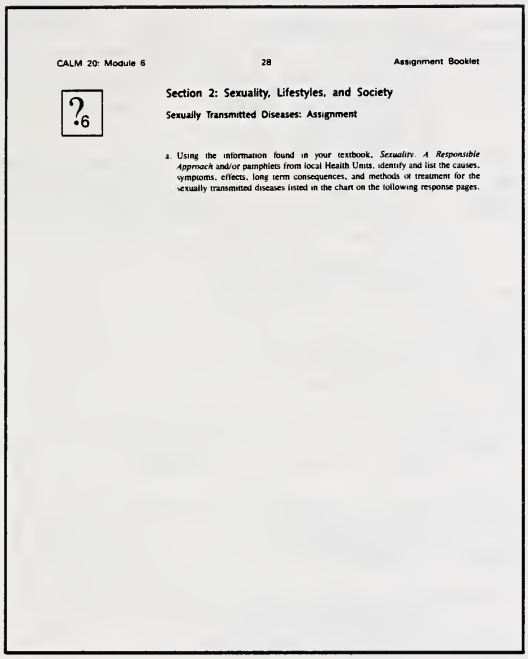
Sexual Decision Making: Assignment (continued)

e Usually, the next step is to put plans into action. With regard to this step, answer the following questions about Todd's and Amanda's possible decision.

(1) If Todd and Amanda choose to have sexual intercourse, what other decisions will they likely have to make in the future?

(2) If Todd and Amanda choose not to include sexual intercourse in their relationship, what other decisions will they likely have to make in the future?

(3) If Todd and Amanda choose not to be sexually intimate, what could they do to help them deal with the pressures — both within themselves and from others — to change their minds?



CALM 20: Module 6 28 Assignment Booklet

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Section 2: Sexuality, Lifestyles, and Society

Sexually Transmitted Diseases: Assignment

a. Using the information found in your textbook, *Sexuality. A Responsible Approach* and/or pamphlets from local Health Units, identify and list the causes, symptoms, effects, long term consequences, and methods of treatment for the sexually transmitted diseases listed in the chart on the following response pages.

Section 2: Question 6

Comments:

The learning facilitator should check student work on this exercise carefully for accuracy, making sure the most common signs and symptoms of the diseases are noted.

At some point during discussion of this exercise, the learning facilitator should emphasize the fact that drug-resistant strains of gonorrhea exist.

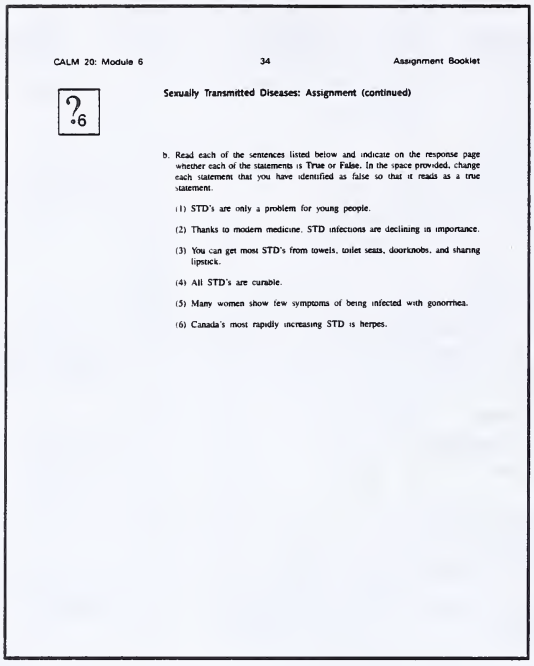
Answers:

a.

STD	Cause	Signs/Symptoms	Effects	Treatment
Gonorrhea	*Bacterium*	• *Some men and many women do not show symptoms.* • *Male: Redness, swelling of the urethra, and a burning sensation during unination. White to greenish-yellow discharge from penis* • *Women: Increased vaginal discharge and irritation. Burning urination, fever, or abdominal pain*	• *Sterility may be caused if infection is untreated.* • *Arthritis, heart disease, blindness possible* • *Newborn's eyes may be infected during childbirth*	*Antibiotics such as penicillin or tetracycline*

STD	Cause	Signs/Symptoms	Effects	Treatment
Syphilis	*Spirochete*	*Stage 1: Chancre sore (painless)* *Stage 2: Rash, fatigue, fever, hair loss, swollen glands* *Stage 3: No obvious symptoms but much damage is being done internally to the heart, brain or spinal cord*	• *Bones, skin, mucous membranes, brain, heart, liver may be damaged.* • *Damage to brain and spinal cord can lead to paralysis, mental illness, and death.* • *May cause birth defects*	• *Penicillin or other antibiotics* • *Damage already done to body cannot be reversed.*
Herpes	*Virus Herpes Simplex II*	• *Clusters of small, painful blisters occur on the genitals.* • *Fever, headaches and muscle soreness may appear.* • *Other symptoms may include swollen glands in the groin area, burning during urination, discharge from the urethra or vagina.*	• *Reappearing sores (blisters)* • *Increased chance of cancer of cervix and vulva* • *Increased chance of miscarriage/premature birth* • *Cesarean section delivery of child may be necessary.*	• *Medication for sores* • *No cure*
Chlamydia	*Chlamydia Trachomatis*	• *Females: Genital burning and itching, pelvic pain, between-period bleeding, unusual vaginal discharge* • *Males: Painful urination and watery discharge from the penis* • *Many people have mild or no symptoms.*	• *Sterility and damage to reproductive structures*	*Tetracycline or other antibiotics*

STD	Cause	Signs/Symptoms	Effects	Treatment
Trichomoniasis	*Protozoan Trichomonas*	• *Females: Thin greenish-white or yellowish-brown vaginal discharge. Vagina may burn and itch* • *Males: Usually do not show symptoms.*		• *Prescription drugs — Flagl* • *Both partners should be treated.*
Moniliasis	*Yeast-like fungus infection*	• *Females: thick, white cheesy vaginal discharge. Itching, burning, and swelling tissues of vulva.* • *Males: Irritation and redness of the penis*		• *Creams applied to infected area* • *Both partners should be treated.*
Genital Warts	*Human Papilloma Virus*	• *Flesh-colored growths in genital area* • *May be internal in male/female* • *Abnormal Pap Test may result*	• *Increased risk of cervical cancer possible* • *Can cause discomfort*	• *Difficult to treat* • *Laser or electro surgery or chemicals (treatment by physician)*
Pubic Lice ("crabs")	*Insect infestation*	• *Extreme itchiness in genital area, especially at night* • *Rash, possibly* • *May notice tiny brown specks on underclothing* • *May produce patches of bluish spots on the skin of the inner thighs and lower abdomen*	• *May develop secondary infections of the skin from the scratching*	• *Special shampoo available without prescription*



CALM 20: Module 6 34 Assignment Booklet

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Sexually Transmitted Diseases: Assignment (continued)

b. Read each of the sentences listed below and indicate on the response page whether each of the statements is **True** or **False**. In the space provided, change each statement that you have identified as false so that it reads as a true statement.

(1) STD's are only a problem for young people.

(2) Thanks to modern medicine, STD infections are declining in importance.

(3) You can get most STD's from towels, toilet seats, doorknobs, and sharing lipstick.

(4) All STD's are curable.

(5) Many women show few symptoms of being infected with gonorrhea.

(6) Canada's most rapidly increasing STD is herpes.

b. (1) *False*

Std's can infect all age ranges.

(2) *False*

The infection rate of many STD's is reported as increasing (for example, chlamydia, AIDS).

(3) *False*

The agents which cause STD's rarely can live long enough away from the body to exist on inanimate objects. One exception is the pubic louse.

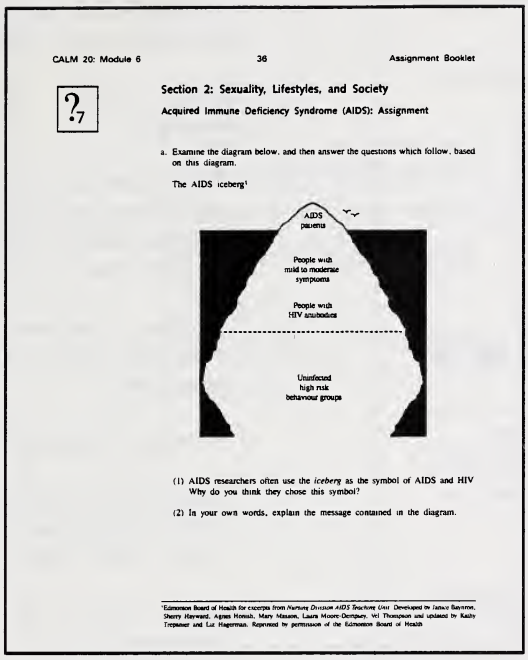
(4) *False*

Some STD's (mainly herpes and AIDS) presently have no cure available.

(5) *True*

(6) *False*

Canada's most rapidly increasing STD is chlamydia.



CALM 20: Module 6 36 Assignment Booklet

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Section 2: Sexuality, Lifestyles, and Society

Acquired Immune Deficiency Syndrome (AIDS): Assignment

a. Examine the diagram below, and then answer the questions which follow, based on this diagram.

The AIDS iceberg[1]

(1) AIDS researchers often use the *iceberg* as the symbol of AIDS and HIV. Why do you think they chose this symbol?

(2) In your own words, explain the message contained in the diagram.

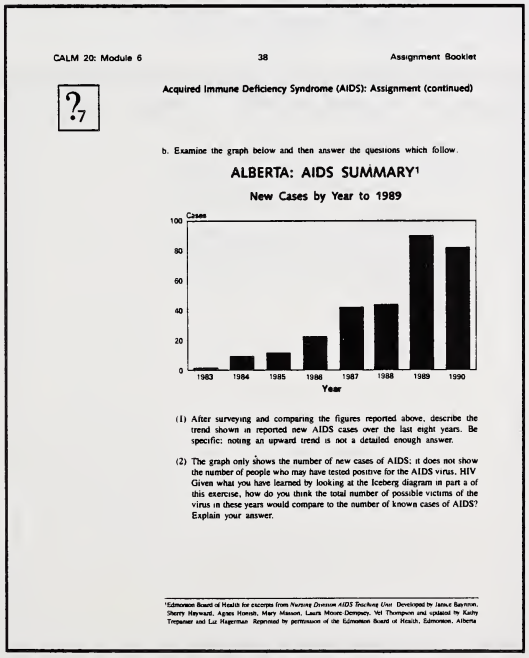
[1]Edmonton Board of Health for excerpts from *Nursery Division AIDS Teaching Unit*. Developed by Janice Bayntun, Sherry Hayward, Agnes Horosh, Mary Masson, Laura Moore-Dempsey, Vel Thompson and updated by Kathy Trepanier and Liz Hagerman. Reprinted by permission of the Edmonton Board of Health.

Section 2: Question 7

Answers:

a. (1) *The iceberg was chosen, because like AIDS, most of it is "hidden," beneath the surface. The visible portion — as in reported cases of AIDS — is only the noticeable "tip" of the problem.*

(2) *Students should show an appreciation of the relationship between the symbol of the iceberg and the reality of HIV infection. They should also show that they understand that persons in each of the two layers immediate below the surface may become the next active victims.*



CALM 20: Module 6 38 Assignment Booklet

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Acquired Immune Deficiency Syndrome (AIDS): Assignment (continued)

b. Examine the graph below and then answer the questions which follow.

ALBERTA: AIDS SUMMARY[1]

New Cases by Year to 1989

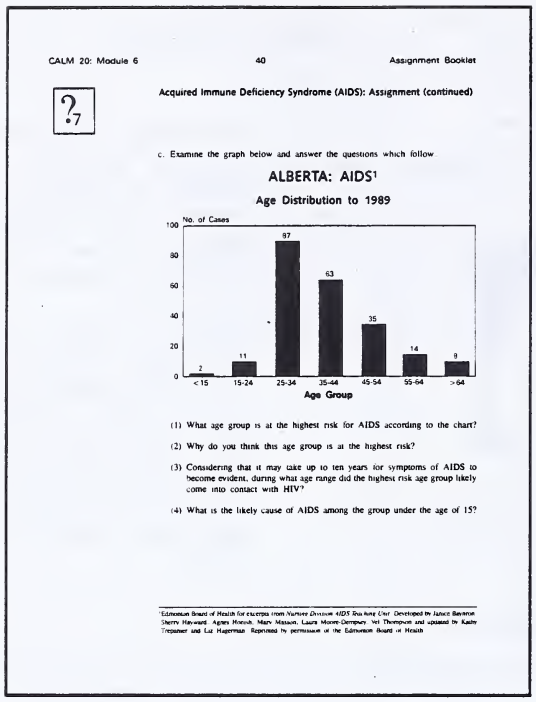
(1) After surveying and comparing the figures reported above, describe the trend shown in reported new AIDS cases over the last eight years. Be specific: noting an upward trend is not a detailed enough answer.

(2) The graph only shows the number of new cases of AIDS; it does not show the number of people who may have tested positive for the AIDS virus. HIV. Given what you have learned by looking at the Iceberg diagram in part a of this exercise, how do you think the total number of possible victims of the virus in these years would compare to the number of known cases of AIDS? Explain your answer.

[1]Edmonton Board of Health for excerpts from *Nursery Division AIDS Teaching Unit*. Developed by Janice Bayntun, Sherry Hayward, Agnes Horosh, Mary Masson, Laura Moore-Dempsey, Vel Thompson and updated by Kathy Trepanier and Liz Hagerman. Reprinted by permission of the Edmonton Board of Health, Edmonton, Alberta.

b. (1) *The number of new cases of AIDS reported in 1984 had doubled by 1986. The 1986 number of cases (20) doubled in 1987 to approximately 40. This number of new cases held relatively steady in 1988 but doubled again in 1989. In 1990, the number of new cases fell a bit but it is too soon to tell if this is a trend.*

(2) *The number of known infections by the virus may have been many times greater. Students should show in their explanation that they understand the long period of incubation and the iceberg effect of AIDS infection.*



CALM 20: Module 6 40 Assignment Booklet

Acquired Immune Deficiency Syndrome (AIDS): Assignment (continued)

c. Examine the graph below and answer the questions which follow.

ALBERTA: AIDS[1]

Age Distribution to 1989

(1) What age group is at the highest risk for AIDS according to the chart?

(2) Why do you think this age group is at the highest risk?

(3) Considering that it may take up to ten years for symptoms of AIDS to become evident, during what age range did the highest risk age group likely come into contact with HIV?

(4) What is the likely cause of AIDS among the group under the age of 15?

[1]Edmonton Board of Health for excerpts from Nurses' Division AIDS Resource Unit. Developed by Janice Bawtree, Sherry Hayward, Agnes Mensah, Mary Masson, Laura Moore-Dempsey, Val Thompson and updated by Kathy Trepanier and Liz Hagerman. Reprinted by permission of the Edmonton Board of Health.

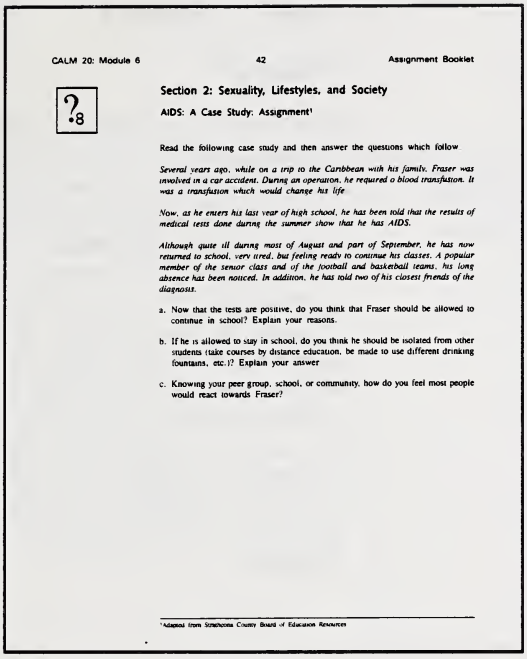
c. (1) *According to the chart, the highest risk group is ages 25-34.*

(2) *Answers might include the following:*

- *Sexual contacts in teen years may have been unprotected and the infection is now surfacing after a long incubation period.*
- *increased independence, living away from home, and determining own lifestyle*
- *increased sexual activity*
- *possibly fewer people in long term, monogamous relationships than in older groups?*
- *higher levels of high risk behaviors?*

(3) *The highest risk age group for first contact would be 15-24.*

(4) *Under the age of 15, the most likely cause of HIV infection would be transmission from infected mother during pregnancy or — prior to 1985 — blood transfusions.*



CALM 20: Module 6 42 Assignment Booklet

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Section 2: Sexuality, Lifestyles, and Society

AIDS: A Case Study: Assignment[1]

Read the following case study and then answer the questions which follow

Several years ago, while on a trip to the Caribbean with his family, Fraser was involved in a car accident. During an operation, he required a blood transfusion. It was a transfusion which would change his life

Now, as he enters his last year of high school, he has been told that the results of medical tests done during the summer show that he has AIDS.

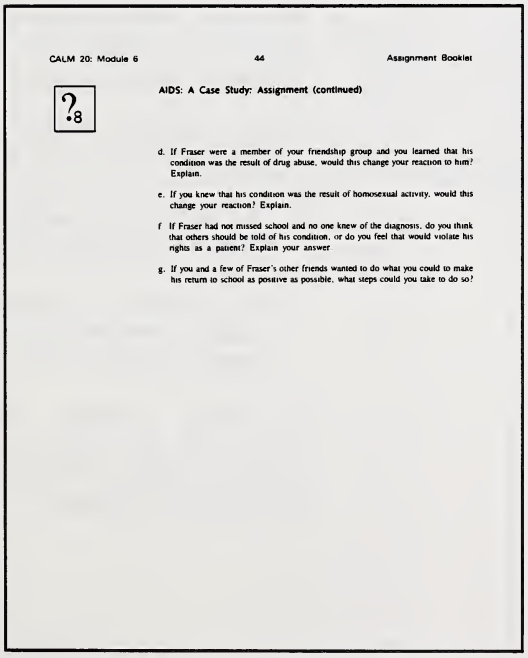
Although quite ill during most of August and part of September, he has now returned to school, very tired, but feeling ready to continue his classes. A popular member of the senior class and of the football and basketball teams, his long absence has been noticed. In addition, he has told two of his closest friends of the diagnosis.

a. Now that the tests are positive, do you think that Fraser should be allowed to continue in school? Explain your reasons.

b. If he is allowed to stay in school, do you think he should be isolated from other students (take courses by distance education, be made to use different drinking fountains, etc.)? Explain your answer

c. Knowing your peer group, school, or community, how do you feel most people would react towards Fraser?

[1]Adapted from Strathcona County Board of Education Resources



CALM 20: Module 6 44 Assignment Booklet

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AIDS: A Case Study: Assignment (continued)

d. If Fraser were a member of your friendship group and you learned that his condition was the result of drug abuse, would this change your reaction to him? Explain.

e. If you knew that his condition was the result of homosexual activity, would this change your reaction? Explain.

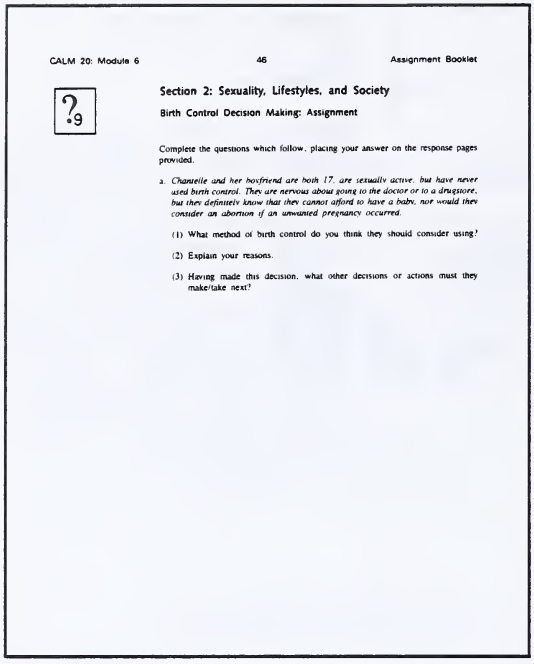
f If Fraser had not missed school and no one knew of the diagnosis, do you think that others should be told of his condition, or do you feel that would violate his rights as a patient? Explain your answer

g. If you and a few of Fraser's other friends wanted to do what you could to make his return to school as positive as possible, what steps could you take to do so?

Section 2: Question 8

Comments:

Question 8 uses a case study to place the students in a situation in which a classmate is identified as having AIDS. Student answers are quite individual, but should reflect an accurate understanding of HIV and the methods of AIDS transmission. The learning facilitator should also look for and encourage examples of tolerance for victims on the part of the respondents, and an empathetic understanding of AIDS patients' needs. The issue of patient rights is also raised and may be commented upon.



CALM 20: Module 6 46 Assignment Booklet

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Section 2: Sexuality, Lifestyles, and Society

Birth Control Decision Making: Assignment

Complete the questions which follow, placing your answer on the response pages provided.

a. *Chantelle and her boyfriend are both 17, are sexually active, but have never used birth control. They are nervous about going to the doctor or to a drugstore, but they definitely know that they cannot afford to have a baby, nor would they consider an abortion if an unwanted pregnancy occurred.*

(1) What method of birth control do you think they should consider using?

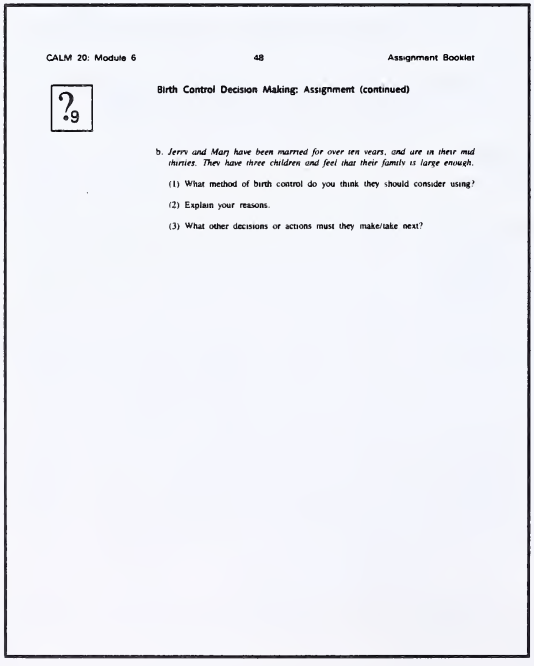
(2) Explain your reasons.

(3) Having made this decision, what other decisions or actions must they make/take next?

Section 2: Question 9

Comments:

Each of the case studies describes a very different situation, age group, and type of relationship. Student answers should reflect an awareness of the types of birth control, levels of effectiveness, and the appropriateness of certain types of contraception to each situation. Student responses to future decisions should reflect an awareness of the manner in which any decision leads to consequences that, in turn, create the need for new decisions. Look for the level of sophistication shown in the explanations provided for each decision, and point out possibilities students may have overlooked in their gauging of appropriate decisions.



CALM 20: Module 6 48 Assignment Booklet

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Birth Control Decision Making: Assignment (continued)

b. *Jerry and Mary have been married for over ten years, and are in their mid thirties. They have three children and feel that their family is large enough.*

(1) What method of birth control do you think they should consider using?

(2) Explain your reasons.

(3) What other decisions or actions must they make/take next?

d. No matter which statement a student chooses to defend or reject, the completed composition should reflect

- an awareness of pertinent factual information learned in Module 6
- at least three statements which support the student's point of view
- an awareness of arguments which might be presented by someone of an opposing point of view.

Of course, completed compositions should also be viewed in terms of grammar, spelling, sentence structure, and clarity of expression.

Birth Control Decision Making: Assignment (continued)

c. *Elizabeth and Tony are getting married later this year. Elizabeth has graduated from college and is working, while Tony has another year to complete in his college program. They feel that the very earliest they will want to start a family is two to three years from now.*

(1) What method of birth control do you think they should consider using?

(2) Explain your reasons.

(3) What other decisions or actions must they make/take next?

Birth Control Decision Making: Assignment (continued)

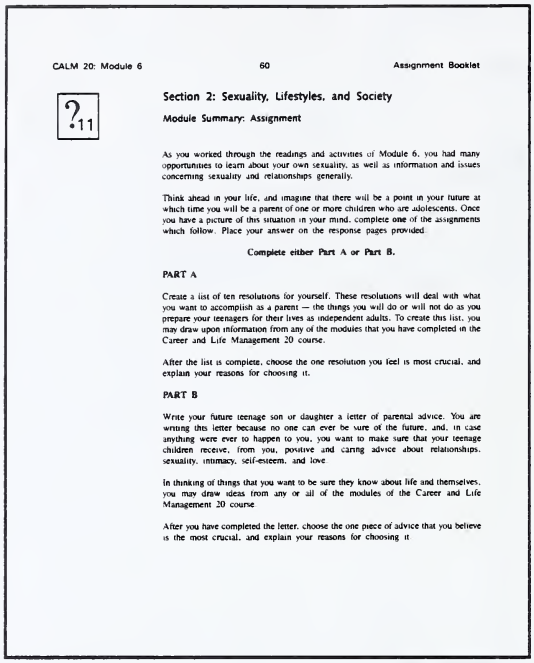
d. Choose one of the following statements, and write a short composition presenting your opinion for or against that statement. If possible, list at least three reasons why you support or reject the statement. Try to counter opposing points of view in your reasoning.

Contraception is a female's responsibility.

Teens should be able to get birth control without parental consent.

Artificial methods of birth control are unacceptable.

School systems should allow condom machines to be placed in high schools.



CALM 20: Module 6 60 Assignment Booklet

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Section 2: Sexuality, Lifestyles, and Society

Module Summary: Assignment

As you worked through the readings and activities of Module 6, you had many opportunities to learn about your own sexuality, as well as information and issues concerning sexuality and relationships generally.

Think ahead in your life, and imagine that there will be a point in your future at which time you will be a parent of one or more children who are adolescents. Once you have a picture of this situation in your mind, complete one of the assignments which follow. Place your answer on the response pages provided.

Complete either Part A or Part B.

PART A

Create a list of ten resolutions for yourself. These resolutions will deal with what you want to accomplish as a parent — the things you will do or will not do as you prepare your teenagers for their lives as independent adults. To create this list, you may draw upon information from any of the modules that you have completed in the Career and Life Management 20 course.

After the list is complete, choose the one resolution you feel is most crucial, and explain your reasons for choosing it.

PART B

Write your future teenage son or daughter a letter of parental advice. You are writing this letter because no one can ever be sure of the future, and, in case anything were ever to happen to you, you want to make sure that your teenage children receive, from you, positive and caring advice about relationships, sexuality, intimacy, self-esteem, and love.

In thinking of things that you want to be sure they know about life and themselves, you may draw ideas from any or all of the modules of the Career and Life Management 20 course.

After you have completed the letter, choose the one piece of advice that you believe is the most crucial, and explain your reasons for choosing it.

Section 2: Question 11

Comments:

Question 11 provides students with two opportunities:

- first, to reflect on the issues and ideas that they feel have been most important to them during their study not only of Module 6, but previous modules as well
- second, to demonstrate their level of understanding of the content and processes of Module 6.

Student answers will vary and reflect personal attitudes and knowledge. In evaluating this question, the learning facilitator should consider the maturity of thought, explanations offered, and evidence of the use of information gathered during Module 6. Resolutions or pieces of advice may relate to physical development, emotions, relationship, love, future goals, independence, assertiveness, self-esteem, or any other factors seen as important to the student.

In their final response, students should show strong support for the choice that they have made.

N.L.C. - B.N.C.
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